

Request to Offer a New Degree Program

Special Education
Name of Department(s)

Complete Name of Degree
(Include Proposed CIP Code)

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

(a) The purpose of this unique Masters program is to prepare teachers to be highly qualified and effective in the way they provide meaningful access to the general curriculum in least restrictive school environments to students with Autism Spectrum Disorder (ASD) and Intellectual Disabilities (InD).

(b) This Master in Special Education in ASD and InD has coursework leading to Florida Department of Education Endorsements in Severe/ Profound Disabilities and Autism Spectrum Disorders. There are 2 tracks in the Masters program, track 1 for teachers who have an undergraduate degree in Special Education (referred to as plan 1) and, track 2 for teachers who have an undergraduate degree related to teaching students with ASD and InD (referred to as plan 3).

(c) The credit hours for the program are 36 with plan 2 teachers being required to complete additional foundational credit hours depending upon their experience and qualifications.

(d) The purpose of this Masters program is to serve the children, families and schools of Florida who are impacted by issues related to ASD and InD. The program will support extensive professional development as well as creating a robust support group of teachers across the different school districts of Florida. All program graduates will be prepared to effectively teach children with labels of ASD and InD in least restrictive school environments. The extensive knowledge that the teachers develop across the program will enable them to become leaders in the education of students with ASD and InD labels in the state of Florida. Teachers who complete this program will be in a very strong position to apply for teaching posts that specifically address the needs of students with ASD and Ind. As districts expand their provision for the increasing numbers of children being identified they can look to USF as a solid preparation ground for the teachers that they need.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/StrategicResources/>)

The new Masters program directly supports the goals of the State University System's 2005-2014 Strategic Plan. It will meet statewide professional and workforce needs in the critical area of education by supporting the development of highly qualified and effective teachers of students

with ASD and InD (Board of Governors State University System Strategic Plan I.B.1.). Teacher quality, a central theme of current educational policy initiatives, is an area of great concern in literature related to teaching students with ASD and InD (Ferrell, 2002; Jackson, 2002). The new Masters program will support Florida to prepare teachers to proactively respond to the requirements of IDEA, (2004) and NCLB, (2002) that has led the way for evidence -based practices of effective teaching and learning strategies for this group of students (Orellove, Sobsey & Silbermans, 2004; Ryndak & Fisher, 2003; Downing, 2002). Such developments in teaching and learning that IDEA (2004) and NCLB (2002) have led to often challenge traditional views of segregated service provision, functional curricula for this group of students, and instead fosters the delivery of sharply focused academic content in least restrictive natural environments. This program will specifically support SUS strategy of preparing effective teachers who have the opportunity to learn and apply the needed highly skilled pedagogy. No other State University offers an online program to prepare master teachers in the specific areas of ASD and InD.

The Master of Art in Autism Spectrum Disorder and Severe Intellectual Disabilities directly supports the following goals in the University System's 2005-2014 Strategic Plan:

- Meeting statewide professional and workforce needs
Critical needs: education
- The following statements are also captured from the Board of Governors State University System Strategic Plan:

I.B.1-2 Critical needs in education and health care

As in the 2001 report, the two areas identified as critical state needs are health care and education.

I.B.1. Critical needs: education

Each year, the State Board of Education is statutorily required to identify teacher shortage areas. For the 2004-05 school year, the SBE identified the following subject fields as critical shortage areas:

- middle and high school level mathematics;
- middle and high school level science;
- reading;
- exceptional student education programs;
- english for speakers of other languages (ESOL);
- foreign languages;
- school psychologists; and
- technology education/industrial arts.

The number of education graduates does not reflect the system's only contribution in these areas. Some of these fields (such as exceptional education) do generally require specific education degrees. Others, such as foreign language or mathematics instruction, draw both from education programs and from subject-area majors.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The target audience for the proposed new Master of Arts in ASD and InD is teachers of students with low incidence disabilities. The program exists to meet the needs of an ever increasing population of teachers of students with low incidence disability labels; Fideler, Foster, and Schwartz (2000) report that 98% of school districts across the nation experience special education teacher shortages. This situation is exacerbated in rural areas (Harvey, 2005). Teachers of students with InD and ASD rank highest among those areas identified as having critical teacher shortages (American Association for Employment in Education, 2004; COPSSE, 2003; McLesky, Tyler, & Flippin, 2004). There is an explosion in the numbers of students being diagnosed with this disorder. Nationally, students with autism made up approximately .4% (22,000 out of 5,378,000) of all served in federally supported programs under IDEA in 94-95. In 05-06, students with autism represented 2.8% (223,000 out of 6,719,000) of students with disabilities served in federally supported programs under IDEA. This data shows that within the span of a decade, enrollment has almost tripled (USDOE, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, selected years, 1977 through 2005). The 2004 Individuals with Disabilities Education Improvement Act (IDEA, 2004) is aligned with the 2002 reauthorization of the Elementary and Secondary Education Act (NCLB, 2002). This alignment has shifted the roles and responsibilities of special educators and has influenced the ways that students with low-incidence disabilities are educated. In recent years, a strong foundation for evidence-based practices for effective teaching and learning strategies for students with InD and ASD has developed (Orellove, Sobsey & Silbermans, 2004; Ryndak & Fisher, 2003; Downing, 2002). Such developments challenge earlier held views of separate, individual, functional curricula, and foster the delivery of sharply focused academic content in least restrictive natural environments. This means that individual strengths and needs drive curricular decisions, while the medium for learning has become centered on core academic subjects (McGregor, 2003). In Florida, the category of low incidence disabilities (severe or profound disabilities and autism) continues to prove to be an area of critical shortage. An analysis of the critical teacher shortage awards (financial incentives in particular areas of critical shortage) over the past few years indicate troubling trends for the future (FLDOE, 2005). Between 2002 and 2004 there was a slight increase in the number of teachers certified in the area of varying exceptionalities from 599 to 630; however, the scenario in severe disabilities has been bleak over the past three consecutive years. In the category of intellectual and developmental disabilities, there has been a decrease from 97 to 83 teachers during the years 2002-2005, and for severe disabilities it remained static at 0. The category of autism fares little better. In the state of Florida the prevalence of autism has increased ten-fold in the last ten years. There has only been an

increase of 27 teachers of students with autism in the catchment area of USF Tampa and Sarasota-Manatee over the period of 2002 – 2005. This means 27 teachers face the astronomical increase in the numbers of children needing services related to a diagnosis of autism. Additionally, at issue is the decrease in numbers of new graduates in the category of intellectual and cognitive disabilities from 75 persons to 17 new teachers prepared over the years of 1999 – 2004, making evident the magnitude of the increasing crisis in teacher shortages in low incidence disabilities. The current teacher shortages in low incidence disabilities involve two vital aspects, the first relating to “*quantity*” of teachers prepared to work with this group of students, and the second relating to the “*quality*” of professional expertise of the teachers who work with this group of students (Boe et al, 1996). Fideler, Foster, and Schwartz (2000) report that 98% of school districts across the nation experience special education teacher shortages. Of these teacher shortages, the category of low incidence disabilities ranks third by job description (American Association for Employment in Education, 2003; McLesky et al, 2004). This situation is exacerbated in rural areas (Harvey, 2005).

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

A survey of local school districts (Figure One) illustrates the pattern of demand for a program of this nature. This was a telephone survey carried out with district specialists. The geographical context of the districts (urban and rural) support the demand for an online program.

Figure One: Increase in Low Incidence and Autism Rates in USF Catchment Area

District	Rural or Urban	Percentage of increase of students with ASD since 2002
DeSoto	Rural	250%
Hillsborough	Urban	49.8%
Hardee	Rural	66.6%
Hernando	Urban with some rural areas	160%
Highlands	Rural	146%
Manatee	Urban with some rural areas	64.78%
Pasco	Urban with some rural areas	82%
Pinellas	Urban	11.44%
Polk	Urban with some rural areas	46%

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The students fulfilling the requirements of the proposed program will receive a M.A. in Autism Spectrum Disorder and Intellectual Disabilities. Similar programs do not exist in the state of Florida. As can be seen from the proceeding information we are proposing a unique Master of

Arts degree in ASD and InD that is not found in the state of Florida. In addition, students completing our degree have the opportunity to also receive our existing graduate certificate in ASD or Severe Profound Disabilities.

Information obtained from the following Degree Program Inventory websites show no existing master's degree programs in Autism Spectrum Disorder and/or Intellectual Disabilities.

Florida Board of Governors. Retrieved from <http://www.flbog.org/resources/ditr/>

FACTS.org. Retrieved from https://facts23.facts.org/degreesearch/index.jsp?portalId=6_0T9IOL510G9N00IG8ON6MO0GK6&portalPageUniqueName=findingCollege.collegeSearch.findDegreeProgram

Personnel Development Support Project, Bureau of Exceptional Education and Student Services, Florida Department of Education. Retrieved from <http://www.florida-ese.org/personneldevelopment/>

IES National Center for Education Statistics: U.S. Department of Education Institute of Education Sciences. Retrieved from <http://nces.ed.gov/collegenavigator/>

Programs in the state may prepare teachers from a Florida Department of Education endorsement in Autism Spectrum Disorder or Severe and Profound Disabilities. In Florida, according to State Board of Education rules, four endorsement areas are available for exceptional student education (ESE): severe/profound disabilities, orientation and mobility for visually impaired, prekindergarten (PreK) disabilities, and autism spectrum disorders. Subject area tests are not available for endorsements. An endorsement can be added to a current teaching certificate by taking approved coursework and applying to the Bureau of Educator Certification. Endorsement in the area of autism spectrum disorders will be required by July 1, 2011.

The following universities offer coursework in the endorsement program. This may be part of an elective and/or concentration program of study in their master's program, but none lead to a master's in ASD.

Universities offering endorsement coursework in Autism

Barry University (private university)
Florida State University (state university)
Lynn University (private university)
Nova Southeastern University (private university)
St. Petersburg College (state college)
University of Central Florida (state university)
University of Florida (state university)
University of Miami (state university)
University of North Florida (state university)
University of South Florida, Tampa (state university)

Universities offering endorsement coursework in Severe Profound Disabilities

Florida State University (state university)

University of Central Florida (state university)

University of Florida (state university)

University of South Florida, Tampa (state university)

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

We anticipate that our student body will be comprised of domestic students (both resident and non-resident). We anticipate the enrollment of 16 students years one and two, increasing to 20 students years three and four, and increasing to 22 students year 5 to meet the needs of an increasing population of teachers of students with low incidence disabilities. Students will enter the program as a cohort thereby creating a specialized program for these students.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

Aligned with the USF's Diversity Statement, we in the Special Education Department are dedicated to excellence in teaching, research, service, and community engagement. We recognize the University is a multi-campus national research university that supports the development of the metropolitan Tampa Bay Region, the State of Florida, the United States and the world. We too value cultural and ethnic diversity, global understanding, community engagement and enriching the quality of campus life.

Our recruitment efforts include targeting educators in various demographic areas in the state of Florida. We will periodically monitor the student, faculty and staff data and distribute the data accordingly to promote program diversity.

In this program, there will be no students unfavorably impacted.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5**

of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The courses proposed in the new program are already taught or are scheduled to be taught in the department and as a result no new resources are needed. The Department of Special Education has a full time faculty with expertise in the area of low incidence disabilities. The current OSEP grant of \$199,186 for four years will generate funding to support student enrollment and additional instructors to teach specialized courses in ASD in the program. The costs shown in Table 2 represent the salaries and expenses expected to be associated in the proposed program based on the student FTE. No additional resources or personnel will be needed to support this initiative.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

The proposed MA in ASD and InD will not have any adverse effects on our undergraduate program. It should provide a means of recruitment for undergraduates who are interested in working with students with ASD and InD labels to enter the masters program. No direct impact on other degree programs in the department are expected.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

No anticipated negative impacts.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The Masters program is currently linked to an OSEP federal grant that offers tuition support for the first two cohorts of students. In the longer term, there is also federal assistance available to students through the critical shortage student loan forgiveness program.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Table 1 shows that over the course of five years the program will benefit the university, local community and the state in two ways. In a **quantitative way**, the program will meet the need of preparing effective teachers to work with the growing number of students in general and special education who are identified as having ASD labels. This is demonstrated through the increase of highly prepared teachers to meet the critical shortage data at a National and state level and also in the surveys of local school districts to USF. In a **qualitative way**, the program will meet the need to prepare effective teachers to work with this group of students that represents a paradigmatic shift in where and how these students learn. Students with ASD and InD labels need meaningful access to general education curriculum and their typically developing peers and this program aims to meet this need.

Table 2 shows that the intended new Masters program will accomplish this in a very cost effective way. This is achieved by capitalizing upon the current strengths of the faculty in the Department of Special Education and across USF as a whole. It is also achieved by utilizing a current federal grant that was won in the department (H325K090220). The PI for this grant, Dr. Phyllis Jones, crafted a proposal that relates to meeting the professional learning needs of teachers of students with ASD and InD labels. This grant has facilitated much of the development work for the current new masters proposal.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites ~~they~~ are not listed in the Manual, provide a rationale for a

request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The Master of Arts program in Autism Spectrum Disorder and Intellectual Disabilities at the University of South Florida trains students to become master teachers of students with low incidence disabilities. Graduates of the program will be prepared to address the complex needs of students with low incidence disabilities by applying current evidence-based research in the areas of identification, assessment, instruction, evaluation, and transition. These skills will be gained through a 100% online student-centered cohort model using asynchronous and real-time technology. Graduates of the program will be master teachers prepared to meet the diverse needs

of students with low incidence disabilities able to address social, cultural, economic, educational, and health needs of their students. Graduates come from education systems that support students with low incidence disabilities and will continue to support the needs of these students through application of theoretical and practical evidence-based research. Through field-based experiences linked to coursework, the students will conduct research and service based on academic excellence, ethic of community responsibility, and community engagements that will build university-community partnerships and collaborations.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The Department of Special Education in the College of Education has a long history of providing strong programs that have a concentration in specific learning disabilities, behavior disorders, intellectual disabilities and varying exceptionalities. The department also offers a Masters degree in Gifted Education and a Master of Arts Degree in Teaching that includes teacher certification. The current proposal will complement this provision by offering a Masters degree in ASD and InD that will support educators to be prepared to understand issues in assessment, instruction, monitoring and evaluation, and transition for this underserved student population.

The department is an active member of the University Wide Autism Network (ASN) that spans colleges of health, physics, communication and grant projects. Dr. Phyllis Jones represents the department at the collaborative meetings that occur at least twice a semester. The collaborative engages in discourse around initiatives for students and families in school and the community that can be unified across USF. Where appropriate, joint projects are developed e.g. grant writing and planning conferences. The nature of the proposed new Masters will make a focused contribution to this network collaborative. Some examples of joint activity could be:

- Students from different colleges presenting at ASD conferences together
- Students learning about the different roles of each USF organizations through online guest lecturing in the new masters program
- Students learning about the different roles of each USF organization by completing assignments about the professional contribution of constituent ASN members.
- Pairing students across programs together for similar assignments in order to appreciate each other's roles in the holistic education of some of Florida's most complex and underserved students.

With the increase in demand for Highly Qualified educators of children with Autism Spectrum Disorder and Severe Intellectual Disability through the network we are prepared to effectively collaborate with organizations that will support educator needs in working with this student population. By nurturing leadership in research and evaluation, theory, policy, capacity building, and practice the ASN collaborative is committed to developing a range of supports and services in the areas of Community Supports, Early Childhood, Transition, Education, Employment, Health, Interdisciplinary Training, Public Policy, and Cultural Competence.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Planning Process

Below is an example of the many planning meetings that have occurred around USF coursework in ASD and InD, it is out of these collaborations that the initiative for the new program was born.

Planning Process Leading to Implementation of Proposed Program			
Date	Event	Attendees	Activity
April 2010	College of Education, Department of Special Education approval obtained		
12/14/09	Regional Personnel Development Alliance: DA Fall Showcase Region 4	FDLRS, FIN, SEDNET, DA members, TATS, Project 10, CARD – for Region 4	Differentiated Accountability Region 4 team project overview and discussion about collaborating around ASD and InD professional learning
8/4-8/6/09	Autism Summer Institute (CARD)		Discussions- ASD course content
5/20/09	Autism Summer Institute Conference Call (CARD)	Pinellas, Hillsborough, Pasco, Polk District staff	ASD and InD professional learning content
4/28/09	ASD Field Experiences Meeting Conference Call	Hillsborough, Pasco, Sarasota, Polk – ASD coordinators, District Staff	Discussion Surrounding FE language to be inserted into syllabi. Roles of Districts, Faculty & Students. Feedback.
1/22/09	USF Personnel Development Alliance Meeting	FDLRS, FIN, SEDNET, DA members, TATS, Project 10, CARD – for Region 4	Personnel Development activities in Regions. Discussion on ways to collaborate. Common Concerns and usage of new Technologies in delivering personnel development to teachers in the multiple regions – different models of online learning.
10/29/08	ASD Field Experience Meeting	Polk, Highlands, Pinellas, Hillsborough, Pasco, Manatee, Sarasota - ASD coordinators, District Staff	Discussion on Field Experience Templates and Process for teacher support of courses
7/29 – 7/31/08	2008 Autism Summer Institute (CARD)		
1/31/08	2008 Autism Summer Institute (CARD) Planning Meeting		
11/2/07	ASD Field Experience Meeting	Polk, Highlands, Pinellas, Hillsborough, Pasco, Manatee,	Discussion on Field Experience, courses and

		Sarasota – district staff	Process for teacher support of courses
4/20/07	ASD Field Experience Meeting	Polk, Highlands, Pinellas, Hillsborough, Pasco, Manatee, Sarasota – district staff	Discussion on Field Experience, courses and Process for teacher support to be successful on these courses

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Masters in ASD and InD will have to meet the accreditation standards required by the College of Education, University of South Florida. The proposed curriculum in the program is aligned with the conceptual framework of the College of Education and will meet the specific standards of National Council for the Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS).

Departmental Events Leading to Implementation of Proposed Program			
Date	Event	Attendees	Activity
10/15/09	Special Education Department; Teacher Education	Dr. Allsop Dr. Colucci Dr. Cranston-Gingras Dr. Doone Dr. Jones Dr. McHatton Dr. Thomas Dr. Townsend Walker Cari Hindman Aisha Holmes Angela Mucci Anna Robic Marsha Simon Roseanne Vallice	Masters proposal on ASD (new program): Dr. Jones shared that it is almost ready for submission.
8/19/09	Special Education Department; Teacher Education Fall Retreat	Dr. Thomas Dr. Jones Dr. McHatton Dr. Doone Dr. Colucci Dr. Shaunessy Dr. Allsop Dr. Loeding Dr. Cranston-Gingras Dr. Townsend-Walker	Proposed program will be submitted by October 3 rd and the item is on the GPC agenda.
4/28/09 10/29/08	PDP Meetings	Dr. Thomas Dr. Jones	ASD course Field Experiences & District

11/2/07 4/20/07 2/9/07		Dr. Knopp	Collaboration
------------------------------	--	-----------	---------------

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The M.A. in Autism Spectrum Disorder and Severe Intellectual Disabilities is designed to ensure that all graduates are prepared to be:

- reflective practitioners, who are able to evaluate and continuously learn from their own teaching
- collaborative professionals who work cooperatively with children, families, and other professionals to solve problem and improve educational opportunities for all children
- professionals who affirm diversity and are capable of working sensitively and productively with a wide range of abilities, cultures, and economic influences representative of today's society ethical professionals who are competent, knowledgeable of theory and research, and skilled in the "best practices" of special education in least restrictive environments.

B. Describe the admission standards and graduation requirements for the program.

M.A. Program Admissions Requirements:

- An earned baccalaureate degree in special education or a related field that has a relationship with autism and/or intellectual disabilities from a regionally accredited college or university.
- Scholastic evidence to successfully perform in the academic program, as indicated by one of the following:
 - An earned graduate degree from a regionally accredited college or university, or
 - An undergraduate GPA of 3.0 or higher in all work attempted while registered as an upper division student working for a baccalaureate degree, or
 - A GRE Verbal score of 520 or higher and Quantitative score of 480 or higher, and an Analytical Writing score of 3.5 or higher, or
 - Completion of 9 hours of specified graduate course work in special education with a GPA of 3.0 or higher, and the endorsement of a Special Education faculty member.
- A letter of application that addresses why the candidate desires to pursue a master's degree in ASD and InD.
- At least two (2) letters of recommendation from persons who have seen the candidate teach and/or work with children and youth who have labels of ASD and/or InD.

Graduation Requirements: **Portfolio System**

The Master's Portfolio System is a means through which each master's level student demonstrates his/her competency in the "best practices" of special education. Commensurate with the belief that the merging of research and practice is desirable and beneficial, the Department of Special Education has identified eight areas in which students are required to demonstrate their competency:

- professional and person self-awareness
- assessment of exceptional students
- behavior management
- classroom instruction
- collaboration
- knowledge of the professional literature
- research in critical areas such as child development, learning and teaching
- professional development

The department has also developed a list of suggested artifacts through which students can document their competency in each area.

Students should meet with their advisor to discuss and plan their individualized portfolio. A copy of the Master's Portfolio System complete with policies and procedures, as well as suggested artifacts, is available with the Program Coordinators.

Each student will be required to present his/her individualized portfolio to the Portfolio Review Committee in the Department of Special Education upon completion of their program. This presentation will be the master's comprehensive exam. A comprehensive exam is required of all master's level students in the College of Education.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Plan I: This 36-hour program of graduate study is for those with a degree in special education who desire to increase their competence in a subject specialization or to receive additional professional preparation in an educational service area.

Core Requirements

Process Core Requirement

EDF 6481	Foundations of Educational Research	3
----------	-------------------------------------	---

Concentration Requirements

EEX 6732	Consultation and Collaboration in Special Education	3
EEX 6234	Identification and Assessment of Individuals with Low-Incidence Disabilities	3
EEX 6065	Collaborative Transition	3
EEX 5752	Working with Families: A Pluralistic Perspective	3

EEX 6476	Curriculum and Instructions for Students with Low-Incidence Disabilities	3
EEX 6939	Advanced Seminar in Special Education	3
EEX 6943	Practicum	3
Content Specialization Requirements		
EBD 6246	Educating Students with Autism	3
EEX 6767	Assistive Technology for Students with Low-Incidence Disabilities	3
EEX 6619	Positive Behavior Support	3
EMR 6052	Advanced Theories and Practices in Intellectual and Developmental Disabilities	3
Total Credit Hours		36

Plan III: This program of graduate study is available for students who do not hold an undergraduate degree in special education. Students who do not hold an undergraduate degree in special education will complete the coursework required of Plan I students and may need to take additional foundational coursework as required by the College of Education graduate requirements.

Co-requisite Requirements

EEX 6025	Trends and Issues in Special Education	3
EDF 6432	Foundations of Measurement	3
EDF 6211 or	Psychological Foundations of Education	3
EDF 6215	Learning Principles Applied to Instruction	4
EDF 6517 or	Historical Foundations of American Education	4
EDF 6544 or	Philosophical Foundations of American Education	4
EDF 6606	Socio-Economic Foundations of American Education	4
Total Credit Hours		13-14

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Plan I

Semester 1

EEX 6732 Consultation and Collaboration in Special Education (3 cr)

EEX 5752 Working with Families: A Pluralistic Perspective (3 cr)

EEX 6943 Practicum in Exceptional Student Education (1 cr)

Semester 2

EEX 6234 Identification and Assessment of Individuals with Low-Incidence Disabilities (3 cr)

EBD 6246 Educating Students with Autism (3 cr)

Semester 3

EEX 6476 Curriculum and Instructions for Students with Low-Incidence Disabilities (3 cr)

EEX 6767 Assistive Technology for Students with Low-Incidence Disabilities (3 cr)

Semester 4

EDF 6481 Foundations of Educational Research (3 cr)

EEX 6619 Positive Behavior Support (3 cr)

EEX 6943 Practicum in Exceptional Student Education (1 cr)

Semester 5

EMR 6052 Advanced Theories and Practices in Intellectual and Developmental Disabilities (3 cr)

EEX 6065 Collaborative Transition (3 cr)

Semester 6

EEX 6939 Advanced Seminar in Special Education (3 cr)

EEX 6943 Practicum in Exceptional Student Education (1 cr)

Plan III

Semester 1

EEX 6732 Consultation and Collaboration in Special Education (3 cr)

EEX 5752 Working with Families: A Pluralistic Perspective (3 cr)

EEX 6943 Practicum in Exceptional Student Education (1 cr)

EEX 6025 Trends and Issues in Special Education (3 cr)

Semester 2

EEX 6234 Identification and Assessment of Individuals with Low-Incidence Disabilities (3 cr)

EBD 6246 Educating Students with Autism (3 cr)

EDF 6432 Foundations of Measurement (3 cr)

Semester 3

EEX 6476 Curriculum and Instructions for Students with Low-Incidence Disabilities (3 cr)

EEX 6767 Assistive Technology for Students with Low-Incidence Disabilities (3 cr)

EEX 6943 Practicum in Exceptional Student Education (1 cr)

Semester 4

EDF 6481 Foundations of Educational Research (3 cr)

EEX 6619 Positive Behavior Support (3 cr)

Semester 5

EMR 6052 Advanced Theories and Practices in Intellectual and Developmental Disabilities (3 cr)

EEX 6065 Collaborative Transition (3 cr)

EDF 6211 Psychological Foundations of Education or EDF 6215 Learning Principles Applied to Instruction (3-4 cr)

Semester 6

EEX 6939 Advanced Seminar in Special Education (3 cr)
EDF 6517 Historical Foundations of American Education or EDF 6544 Philosophical Foundations of American Education or EDF 6606 Socio-Economic Foundations of American Education (4 cr)
EEX 6943 Practicum in Exceptional Student Education (1 cr)

E. Provide a one- or two-sentence description of each required or elective course.

EEX 6732 Consultation and Collaboration in Special Education (3 cr.): Theories of consultation and collaboration. Overview of service delivery models in special education.

EEX 5752 Working with Families: A Pluralistic Perspective (3 cr.): The impact of the socio/cultural environment on the education of at-risk children and children with disabilities; family systems theory, principles of multi-cultural education, strategies for working effectively with families of school-age children, diverse cultures and family structures represented in school populations today.

EDF 6481 Foundations of Educational Research (3 cr.): Analysis of major types of educational research designs, including experimental, correlational, ex post facto and case studies.

EEX 6939 Advanced Seminar: Paradigms, Practices, and Policies in Special Education (3 cr.): An advanced graduate seminar stressing cross-categorical relationships. Topics include research that deals with paradigms for providing service, service models, and legal mandates.

EEX 6234 Identification and Assessment of Individuals with Low Incidence Disabilities (3 cr.): This course offers a critical analysis of the processes in place to identify students with low incidence disabilities. Subsequent influences on development, learning and curriculum assessment in a least restrictive environment is explored.

EEX 6246 Educating Students with Autism (3 cr.): This course provides an overview of the characteristics, etiology, and prevalence of autism spectrum disorders, along with the knowledge and skills necessary to support the learning of children with autism spectrum disorders.

EEX 6943 Practicum (3 cr.): Culmination of field experiences, academic and professional learning.

EEX 6476 Curriculum & Instruction for Students with Low Incidence Disabilities (3 cr.): Analysis of current issues and best practices in assessment for teaching, curriculum content, and instruction for students with severe disabilities and the provision of educational services within inclusive general education settings and home communities.

EEX 6767 Assistive Technology (3 cr.): This course is a broad introduction to educational and assistive technology (AT) used for instruction of students with low incidence disabilities. It is designed to allow special educators and others to analyze and apply research-based strategies in the application of AT in classrooms, schools, and school districts.

EEX 6619 Positive Behavior Support (3 cr.): Knowledge and skills to develop, implement, and evaluate the impact of positive behavior support. Understanding the communicative function of challenging behaviors, the teaching of new skills and the prevention of the reoccurrence of challenging behaviors.

EMR 6052 Advanced Theories & Practices in Intellectual Disabilities (3 cr.): In-depth study of the complex social and biological aspects of intellectual disability with particular reference to effects on education.

EEX 6065 Collaborative Transition and Career Planning for Students with Low Incidence Disabilities (3 cr.): This course offers an analysis of collaborative, interdisciplinary transition planning strategies and explores issues surrounding the development and use of functional, community-based curriculum for adolescents with severe or profound disabilities.

Co-requisite Coursework

EEX 6025 Trends and Issues (3 cr.): Survey of all exceptionalities including current trends and issues related to the field of special education.

EDF 6432 Foundations of Measurement (3 cr.): Basic measurement concepts, role of measurement in education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.

EDF 6211 Psychological Foundations of Education (3 cr.): Selected topics in psychology of human development and learning, related to schools and educational settings.

or

EDF 6215 Learning Principles Applied to Instruction (4 cr.): Learning principles and their application to classroom instruction.

EDF 6544 Philosophical Foundations of American Education (3 cr.): Major philosophies of education relevant to an understanding of contemporary educational issues.

or

EDF 6606 Socio-Economic Foundations of American Education (4 cr.): Socio-economic factors as they relate to the work of professional educators and the role of public education in American society.

or

EDF 6517 Historical Foundations of American Education (4 cr.): History of the origins and development of American education, events, and movements that have shaped school policies and practices, and their relationship to contemporary developments.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

N/A

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

N/A

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

This Masters program will be offered 100% online. The courses have been developed in an online format (one course yet to be redesigned but this is planned for summer 2011). The online technology is asynchronistic and virtual real time that utilizes technology already available to USF College of Education.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

The proposed program can be delivered using existing faculty with the hiring of an adjunct instructor from research funds with expertise in ASD that will be supported through the external funding from the OSEP grant. It is expected that once the grant finishes the increase in student FTE will provide justification for the department to continue with this instructor position.

- B. Use Table 2 to display the costs and associated funding resources for existing and**

anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

New resources are not needed because the courses included in the program of study are currently offered.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses/Masters Portfolio	Dissertations	Professional Publications Including all Peer-Reviewed and Others
Dr. Jones	20	0	30+
Dr. Cranston-Gingras	0	36	40+
Dr. Townsend-Walker	0	1	30+
Dr. Diehl	23	0	15+

The proposed Masters does not have a theses requirement. However, most of the faculty in the Department of Special Education are credentialed to direct doctoral dissertations and all serve as members of doctoral committees.

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Faculty members in the Department of Special Education are all productive in the areas of teaching, research and service. There are twelve full time faculty members in the department, six at the full level and four at the associate level. We also have two at the instructor level. The attached Info Mart printouts (Appendix B) show the five-year trend in fundable hours, total hours funded in fall 2009 semester, and a matrix of courses offered during the fall 2009 semester. Faculty in the department of Special Education are actively engaged scholars and the table in Appendix B captures the publication record for the year 2009 (attached to appendix B). Faculty members are also active in service to the community by serving on community and professional boards in the USF region that align with the mission of our College and also the proposed program (for example, the ASDnet board at USF).

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

This report on USF Libraries' special education resources in the areas of Autism and Severe Intellectual Disabilities is composed of the following:

- 1) USF Libraries Statistical Summary, 2008-9;
- 2) Overview of Tampa and FMHI Libraries' support for the program.
- 3) Select list of special education and related psychology journals subscribed to by Tampa or FMHI Libraries;
- 4) Select list of psychology and educational online databases:
- 5) Select list of online psychology and educational reference sources; and
- 6) Overview of Content-Related Library monographic holdings at the libraries of University of South Florida.

USF Tampa Library Statistical Summary, 2008-09	
Total Volumes Held	1,732,436
Monographic Volumes Added	45,200
Total Journal Subscriptions Received	79,412
Total Electronic Serials/Journals	51,396
Total Films and Videos	22,598
Total Microforms	2,894,183
Total Electronic Books	281,927
Total Electronic Databases and Reference Sources	787
Total Library Materials Budget	\$6,340,594.33

Overview of the USF Libraries

The University of South Florida has six major libraries. Each campus (Tampa, St. Petersburg, Sarasota/New College, Lakeland) has its own library and there are libraries on the Tampa Campus in the College of Medicine and the Florida Mental Health Institute.

The USF Libraries purchase and maintain collections that fully support the curriculum for a special education doctoral program that specializes in autism and severe intellectual disabilities. Materials are acquired in several ways: through regular selection of current materials and in collaboration with faculty and researchers for purchase on demand. The USF Libraries contract with two of the nation's premier book vendors to receive current monographic imprints.

In addition to resources from the USF Tampa Library, USF Louis De la Parte Florida Mental Health Institute Library (FMHI) offers unique and strong support to this proposed program. Established by the Florida legislature in 1967, the Louis de la Parte Florida Mental Health

Institute (FMHI) is recognized as Florida's premier research and training center for behavioral health services and is a recognized national leader. The FMHI Research Library, a special library within the USF Library system, is dedicated to supporting the Institute's research, training, and academic programs. In addition, the FMHI Research Library is a resource for other academic programs at USF that focus on early childhood development, school to work transition, and special education within a behavioral health services and policy framework.

Within the Institute are the following centers and academic programs devoted to children with special needs: the Center for Autism and Related Disabilities (CARD), the graduate Applied Behavior Analysis (ABA) program, the National Technical Assistance Center on Youth in Transition, the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI), and the Research and Training Center for Children's Mental Health (RTC). All these areas address autism & related disabilities, challenging behaviors, early childhood intervention, positive behavior support initiatives, children with emotional and behavioral, transitional services for children with disabilities, response to intervention, and inclusive education.

Part of the Research Library's approximately 40,000 behavioral health monographs is a significant collection of materials to support research and education on autism, pervasive developmental disorders, and developmental disabilities. The Library's collection encompasses materials on autism spectrum disorder (including autism, Asperger's disorder, childhood disintegrative disorder, Rett's disorder, or pervasive developmental disorder not otherwise specified); developmental disabilities; a dual sensory impairment; or a sensory impairment with other disabilities. Since FMHI focuses on behavioral interventions, a large portion of the collection deals with behavior modification, positive behavior support, and applied behavior analysis. Materials are purchased to encompass practitioner, researcher, and family information needs.

Special Education and Psychology Related Print and Electronic Journal Subscriptions:

Academic Therapy
Adolescence
Adolescent Psychiatry
American Journal on Intellectual & Developmental Disabilities
Analysis and Intervention in Developmental Disabilities
Annual Review of Clinical Psychology
Annual Review of Neuroscience
Annual Review of Psychology
Applied Measurement in Education
Autism
Autism Research
Behavioral Interventions
Behavioral Residential Treatment
British Journal of Educational Psychology

British Journal of Special Education
CEC Today
Child Development
Child Language Teaching and Therapy
Cognition and Instruction
Communication Disorders Quarterly
Contemporary Educational Psychology
Developmental Disabilities Research Review
Developmental Neurorehabilitation
Disability and Rehabilitation
Disability, Handicap & Society
Disability & Society
Discourse Processes
Dyslexia
Education and Training in Developmental

Disabilities
Education and Treatment of Children
Educational and Psychological
Measurement
Educational Psychology Review
Educational Psychologist
Evaluation and Program Planning
Exceptional Children
Exceptionality
Focus on Autistic Behavior
Focus on Autism and Developmental
Disorders
Focus on Autism and Other Developmental
Disabilities
Focus on Exceptional Children
Gifted Child Quarterly
International Journal of Disability,
Development & Education
International Journal of Inclusive Education
International Journal of Rehabilitation
Research
Intervention in School and Clinic
Journal for Vocational Special Needs
Education
Journal of Applied Behavior Analysis
Journal of Applied School Psychology
Journal of Applied Research in Intellectual
Disabilities
Journal of Autism and Developmental
Disorders
Journal of Behavior Assessment and
Intervention in Children
Journal of Behavioral Education
Journal of Child and Family Studies
Journal of Communication Disorders
Journal of Counseling Psychology
Journal of Developmental and Physical
Disabilities
Journal of Early and Intensive Behavior
Intervention (JEIBI)
Journal of Early Intervention
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational and Psychological
Consultation
Journal of Emotional and Behavioral

Disorders
Journal of Intellectual and Developmental
Disabilities
Journal of Learning Disabilities
Journal of the Learning Sciences
Journal of Literacy Research
Journal of Mental Health Research in
Intellectual Disabilities
Journal of Policy and Practice in
Intellectual Disabilities
Journal of Positive Behavior Interventions
Journal of Psychoeducational Assessment
Journal of Psychopathology and Behavioral
Assessment
Journal of Research in Reading
Journal of Research in Special Educational
Needs (JORSEN)
Journal of School Psychology
Journal of Speech and Language Pathology,
Applied Behavior Analysis
Journal of Special Education
Learning and Individual Differences
Learning and Instruction
Measurement and Evaluation in Counseling
and Development
Mental and Physical Disability Law
Reporter
Mental Retardation and Developmental
Disabilities
Monographs of the Society for Research in
Child Development
Professional School Counseling
Psychology in the Schools
Research in Autism Spectrum Disorders
Reading Research Quarterly
RE: view
Remedial and Special Education
Research and Practice for Persons with
Severe Disabilities
Research in Autism Spectrum Disorders
Revue Francophone de la Deficienne
Intellectuelle
School Psychology International
School Psychology Quarterly
Seminars in Speech and Language
Special Children

Special Services in the Schools
Teacher Education and Special Education
Teaching Exceptional Children
Teaching Exceptional Children Plus

Topics in Early Childhood Special
Education
Zero to Three

Online Databases:

Academic Search Premier
ACM Digital Library
Cochrane Database of Systematic Reviews
CSA Neurosciences Abstracts
Education: a Sage Full-Text Collection
Education Full-Text
Education Index Retro
Elsevier Science Direct
ERIC (three platforms available)
HAPI—Health and Psychosocial
Instruments
JSTOR Education
Lexis Nexis Academic
Linguistics and Language Behavior
Abstracts
Medline
Mental Measurements Yearbook
National Database for Autism Research
NetLibrary (eBooks)

OCLC FirstSearch Electronic Collections
Online
Project Muse
Proquest Dissertations and Theses Full-Text
PsycArticles
PsycBooks
Psychiatry Online
Psychology: a Sage Full-Text Collection
PsycINFO (two platforms available)
PubMed
Social Sciences Full Text
Social Services Abstracts
Sociological Abstracts
SpringerLink
Web of Science/Web of Knowledge
Westlaw Academic
Wiley Interscience
Wilson Omnifile Full Text Mega Edition

Online Reference Sources:

AccessScience
Autism Encyclopedia: The Complete Guide
to Autism Spectrum Disorders
Cambridge Encyclopedia of Child
Development
The Child: An Encyclopedic Companion
Child Development
Encyclopedia of Applied Developmental
Science
Encyclopedia of Autism Spectrum
Disorders
Encyclopedia of Cognitive Science
Encyclopedia of Counseling
Encyclopedia of Disability
Encyclopedia of Education
Encyclopedia of Health & Behavior

Encyclopedia of School Psychology
Encyclopedia of Statistical Sciences
Encyclopedia of Statistics in Behavioral
Science
Encyclopedia of Survey Research Methods
Gale Encyclopedia of Mental Disorders
Gale Encyclopedia of Psychology
Handbook of Psychology
Oxford Reference Online Premium
Psychology of Classroom Learning: An
Encyclopedia
SAGE Encyclopedia of Qualitative Research
Methods
Steven's Handbook of Experimental
Psychology

Monographic Holdings:

The USF Tampa and FMHI Libraries have substantially strong holdings in the areas needed for a doctoral program in special education, both in print monographs and with online electronic book resources. Here is a partial list of our holdings in the broad subject categories.

Subject Category	Call Numbers	Tampa	FMHI	Online titles
General Developmental Psychology	BF 712-724.85	2,049 titles	375 titles	209 titles
Child Development	HQ767	377 titles	41 titles	49 titles
Services to Youths w/Disabilities	HV1569	42 titles	13 titles	12 titles
Special Education	LC3950-4806.5	3,159 titles	358 titles	212 titles
Autism Spectrum Disorders	RC553	76 titles	83 titles	12 titles
Mental Retardation, Developmental Disabilities	RC569.7-571	403 Titles	189 titles	103 titles
Communication Disorders	RC423428.8	602 titles	14 titles	41 titles
Mental Disorders of Children & Adolescents	RJ499-RJ507	1,090 titles	958 titles	51 titles
Totals		7,798 titles	2,031 titles	689 titles

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.**

No additional resources will be required for the proposed program.

Library Dean

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

This is an online program – courses have been developed already.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

No additional classroom space will be needed as the program is online.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

N/A

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

N/A

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

N/A

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

N/A

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Teachers will apply their learning to the their classroom context in ways that improve the quality of teaching and learning for students with Autism Spectrum Disorder and Severe Intellectual Disabilities. Through course assignments (e.g. action research project proposal, case studies), veteran teachers will build on their skills in educational research to be more informed practitioners who implement evidence-based practices in the field.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

N/A