MEMORANDUM

TO: Dorene Branson, Principal Assistant
Faculty Senate

FROM: Graduate Studies Committee

DATE: March 19, 2013

SUBJECT: EdM in Special Education

On Tuesday, March 19, the Graduate Studies Committee approved the extension of the EdM in Special Education to the WSU Global Campus. Please forward this to the Faculty Senate for appropriate approvals.

Washington State University
MAJOR CHANGE FORM - - REQUIREMENTS
(Submit original signed form and <u>TEN</u> copies to the Registrar's Office, zip 1035.)
See https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP *for this form.*

*Submit an additional copy to the Faculty Senate Office, French Administration 338, zip 1038.

Department Name Teaching and Learning

1. **CHECK PROPOSED CHANGES.**
   * ☐ Change department/program name *from*_____ *to*_____
   * ☐ New degree or program *in*_____
   * ☐ Change name of degree *from*_____ *to*_____
   * ☐ Drop degree or program *in*_____
   * ☑ Extend existing degree or program *to* global campus _____ campus

   ☐ New Major *in*_____
   ☐ Change name of Major *from*_____ *to*_____
   ☐ Revise Major requirements *in*_____
   ☐ Drop Major *in*_____
   ☐ Revise certification requirements for the Major *in*_____

   ☐ New Option *in*_____
   ☐ Revise requirements for the Option *in*_____
   ☐ Drop Option *in*_____

   ☐ New Minor *in*_____
   ☐ Revise Minor requirements *in*_____
   ☐ Drop Minor *in*_____

   ☐ New Undergraduate Certificate *in*_____
   ☐ Revise Undergraduate Certificate requirements *in*_____
   ☐ Drop Undergraduate Certificate *in*_____

   ☐ Other _____

Effective term/year Spring 2013

Darcy Miller	(509) 335-5027	darcymiller@wsu.edu
Contact Person	**Contact Phone No.**	**Contact email**

2. **GIVE REASONS FOR EACH REQUEST MARKED ABOVE.** *(Attach additional paper if necessary; see reverse side.)* Please see attached document.

4. **SIGN AND DATE APPROVALS.**

Darcy Miller   Kudran 12-4-12   3.11.'13
_____ _____ _____
Chair Signature/date/0-2-12   Dean Signature/date   General Education Com/date

_____ _____ _____ _____
Catalog Subcom/date   Academic Affairs Com/date   Graduate Studies Com/date   Senate/Date

RECEIVED

DEC 6 2012

WSU Graduate School

PROPOSAL TO EXTEND A WSU PULLMAN DEGREE PROGRAM VIA DISTANCE DEGREE PROGRAMS (DDP)

Send this completed proposal electronically to the OFFICE OF THE PROVOST (donnac@wsu.edu).

Degree Title: EdM in Special Education

Department(s) or Program(s): Department of Teaching and Learning/Special Education

College(s): Education

Contact Name: Darcy Miller

Email: darcymiller@wsu.edu   **phone:** 509-335-5027

1. DESCRIPTION AND RATIONALE – *briefly* explain:

(a) *Delivery Model:*

All courses for the degree will be delivered online, asynchronously, through WSU's Learning Management System.

(b) *Rationale for extending the degree:*

1. As of Fall, 2012 the Master of Arts (MA) in Education with specialization in Sport Management is offered through the Global Campus. With this addition to the Global Campus programs, all courses required for the EdM in Special Education are currently offered online. The Special Ed endorsement has been available online for years, and the two additional courses required for the EdM are also required for Sport Management and are, therefore, now online as well.
2. The target audience of this program would be working professionals who would benefit from the flexibility an online program offers. Extending the accessibility of this degree throughout the State is consistent with the University's land grant mission.

(c) *The collaborative relationship, if any, with other educational partners.*
None

2. NEEDS ASSESSMENT –

According to research conducted in 2011 by the marketing firm Eduventures, nationwide employment for occupations related to a master's degree in special education are expected to grow faster than average from 2008 to 2018.

In the state of Washington, since 2005, no additional institutional offerings in master's degrees in special education have been added. Seventy-six percent of the regional market share for this discipline is currently held by the University of Washington and City University of Seattle but these are not online programs.

Fifteen out of 100 of the most active online schools currently offer one or more online master's degrees in special education. None of the offering institutions are based in Washington or the northwest region. The State of Washington has developed, in concert with the national professional organization (Council for Exceptional Children) a set of core competency standards that must be met by anyone seeking a Special Education Endorsement. While other national or non-Washington State programs might offer generic Special Education courses, no out of state program will be aligned with the core competencies for the Washington State Special Education Endorsement. The WSU EdM in Special Education **is completely** aligned with the core competencies for the Washington State endorsement in Special Education. Therefore, WSU can produce the highly qualified Special Educators so needed in the state.

Annual growth will be driven by replacements rather than new jobs added to the labor market.

Projected Number of Students and Degrees

	Site	Year 1	Year 2	Year 3	Year 4	Year 4*
Headcount ~~Enrollments~~	Pullman	3	3	5	7	
	DDP	17	17	20	20	
FTE** Enrolled	Pullman	1.35	1.35	2.25	3.15	
	DDP	7.65	7.65	9.0	9.0	
Degrees Awarded	Pullman	2	2	6	6	
	DDP	0	3	15	20	

* Year of full enrollment

** ANNUAL AVERAGE FTE. For undergraduates, divide total annual credits by 2 to get annual average credits, then by 15 to get AAFTE. For graduates, divide total annual credits by 2 to get annual average credits, then by 10 to get AAFTE.

Notes:

It is assumed that each online (DDP) headcount will equal 1.5 enrollments, each enrollment will equal 3 credit hours, and FTE is the credits divided by 10 (because this is a master program).

Example:
DDP headcount 17 X 1.5 = 25.5 Enrollments x 3 credit hours = 76.5 total credit hours/10 = FTE = 7.65

AAFTE is used in the cost part of the proposal, and it is calculated as 7.65 / 2 = about 3.83

3. CURRICULUM - *explain and provide rationale for any <u>differences</u> between campus-based and distance programs in:*

All learning outcomes and course/program requirements are identical to the on-campus degree.

> *(a) how university and departmental requirements are satisfied,*
>   No difference

> *(b) the content of required courses.*
>   No difference
> Note: Oral exams and projects will be conducted via the University's Webconferencing system for distance students in compliance with all Graduate School policies and procedures.

4. RESOURCE ASSESSMENT – *Identify basic resources needed to deliver this program online.*

> (a) **Faculty** – In order to extend this program to online delivery, what is your faculty hiring plan - both transitionally and long-term - for tenure-track, clinical, adjunct faculty and TAs?

All Special Ed courses are currently online as part of the Endorsement and the remaining required courses (Foundations and Research) are now offered online for the Sport Management program. Currently online enrollments are small in those courses, and the additional Special Education students can be accommodated without additional faculty. Therefore the degree can be offered with existing faculty, including three new positions (two tenure track and one clinical) currently being filled by the College, irrespective of the outcome of this proposal. In the long run, as demand necessitates and revenues increase, additional tenure track positions may be required.

> (b) **Curriculum** – What resources will be available to develop and maintain the necessary online courses?

- All required courses are currently offered online. By extending this degree students will be able to complete the EdM in addition to the current online Special Education Endorsement.
- WSU Online provides support to faculty in the development and delivery of the online course:
  - An eLearning Consultant, with expertise in instructional design of online courses will work 1:1 with faculty members developing online courses to ensure that best practices and pedagogical recommendations for successful online learning are understood.
  - The WSU Online media team will work with faculty to create appropriate media and interactive activities to promote learning and enhance engagement.
  - The same eLearning Consultant will continue to support the faculty member during delivery as issues unique to the online learning environment arise.
  - WSU Online provides face to face orientation and trainings and online tutorials to support online instructors.
  - Managing proctored exams for the course, if needed.
  - 24/7 technical support.
  - Ongoing maintenance or updating of courses, each semester of offering is provided by WSU Online.

- WSU Online provides support to students:
  - Acquiring required resources, such as texts and media
  - Arranging for proctored exams.
  - Academic Consultants provide advising for WSU Online degree seeking students.
  - 24/7 technical support

5. STUDENT LEARNING OUTCOMES – *Identify program learning outcomes, means of assessing outcomes and process for using results to improve the program. (If the same as the on-campus program insert those here.)*

WSU EdM in Special Education Program Goals, Competencies, and Learning Outcomes

The goal of the WSU EdM in Special Education Program is to prepare highly qualified and skilled P-12 Special Education Master Teachers by building students' knowledge of and skills in the Washington State Special Education Core Competencies for Special Education Teachers. (The Washington State Core Competencies are aligned with the national core competencies for Special Education Teachers developed by the Council for Exceptional Children.)

Competencies and Learning Outcomes: The WSU Special Education Endorsement EdM Program addresses all of the following competencies within a 35 credit master's degree program:

Washington State Special Education Core Competencies for Special Education Teachers - Grades P-12

1.0 Knowledge of Foundations of Special Education

1.1 Models, theories, philosophies, and regulatory history that form the basis for special education practice

1.2 Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds

1.3 Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services

1.4 Rights, responsibilities, and advocacy related to individuals with disabilities and their families

1.5 The legal, judicial, and educational systems affecting individuals with disabilities

1.6 Factors that influence the over-representation and under representation of culturally/linguistically diverse students in programs for individuals with disabilities

1.7 Federal and state legislation that affect children, families, and programs for individuals with disabilities

1.8 Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities

2.0 Knowledge Characteristics of Learners

2.1 Typical and atypical human growth and development
- Similarities and differences of individuals with and without disabilities
- Educational implications of the characteristics of various disabilities including social, emotional, academic, and behavioral implications
- Effects a disability can have on an individual's life as influenced by stress and trauma, protective factors and supportive relationships

2.2 Unique needs of children who are severely involved or very young such as positioning, handling, nutrition, feeding, and toileting

2.3 Etiologies and medical aspects of conditions affecting individuals with disabilities

2.4 Family/community/education programs that provide information and resources concerning individuals with disabilities

2.5 Impact of a disability on individuals, families, and society

2.6 Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.

3.0 Knowledge of Assessment, Diagnosis, and Evaluation

3.1 Basic terminology used in assessment of individuals with disabilities

3.2 Legal provisions and ethical principles regarding assessment of individuals

3.3 Evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures

3.4 Appropriateness of various instruments and procedures for assessing individuals with disabilities including children who are culturally and linguistically diverse

3.5 Accommodations, modifications, technology, and alternatives and when to apply each in classroom, district, and state testing

3.6 Curriculum based assessment

4.0 Knowledge of Planning, Content and Practice
4.1 Individualized Education Plan components, development, implementation, and review process
4.2 Characteristics and demands of the continuum of service options
4.3 Accommodations, modifications, and alternatives and when to apply each in instruction
4.4 Researched-based methods for increasing positive impact on student learning in reading, mathematics, and writing
4.5 Research-based methods for increasing student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
4.6 Research-based strategies for skill acquisition in academic content areas
4.7 Evidence that instructional methods and curricular materials are research-based
4.8 Prevention and intervention strategies across the tiers of response to intervention (RTI)
4.9 Research-based best practices for structuring effective teaching and learning in individual, small group, and large group settings
4.10 Roles and responsibilities of the special education teacher, para-educator, and other team members
4.11 Strategies for appropriate program and instructional supervision and training including management of para-educators, classroom volunteers, and peer tutors
4.12 Strategies for coordination of learning programs for general education and special education staff to meet students' needs
4.13 Research-based career, vocational, and transition programs for individuals with disabilities
4.14 Universal precautions for health and safety

5.0 Knowledge of Managing Student Behavior and Social Interaction Skills
5.1 Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline, and aversive therapy
5.2 Responsibilities regarding procedures for Functional Behavioral Assessment, manifestation determination, and behavior intervention planning
5.3 Strategies for increasing acceptance and inclusion of individuals with disabilities
5.4 Social skills needed for education, community living, and other environments
5.5 Strategies for crisis prevention and de-escalation of aggressive behavior

6.0 Skills and Instructional Methodology
6.1 Foundations of Special Education
6.1.1 Articulate personal philosophy of special education
6.1.2 Know, use and comply with the Washington Administrative Code in the design and implementation of special education and related services
6.1.3 Identify similarities and differences of major provisions of Part B and Part C of IDEA
6.1.4 Apply theory and knowledge of family dynamics, roles, and relationships in interactions with families and communities
6.1.5 Collaborate with local, community, state, and federal personnel to provide services to individuals with disabilities
6.2 Characteristics of Learners
6.2.1 Access information, support, and resources such as, health and safety, nutrition, behavior, and learning

6.2.2 Communicate with school personnel, families, and community members about the characteristics and needs of individuals with disabilities

6.2.3 Observe and record the behaviors of individuals who are taking medications and share data/observations with family and other professionals when appropriate

6.2.4 Use current information from assessments and evaluations to inform instructional practice

6.2.5 Recognize characteristics common to disability categories as identified in WACs

6.2.6 Select, adapt, and use instructional strategies and materials according to characteristics of the learner including social, emotional, adaptive, cognitive, academic and behavioral

6.2.7 Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences

6.3 Assessment Diagnosis and Evaluation

6.3.1 Collaborate with families, related service personnel and others in assessment of individuals with disabilities

6.3.2 Maintain confidential communication and documentation about individuals with disabilities

6.3.3 Use comprehensive assessment procedures
•Include families and service providers to gather relevant background information
•Develop and administer objective informal assessments and observations
•Administer appropriate formal assessments
•Interpret information from formal and informal assessments including psychometric properties such as reliability and validity

6.3.4 Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services

6.3.5 Use performance data and information from all team members to inform and evaluate the effectiveness of interventions in learning environments

6.3.6 Select, adapt and modify individualized assessment strategies including accommodations, technology, and alternative assessment

6.3.7 Use technology to implement progress monitoring and use of data to develop and modify instructional plans

6.3.8 Use assessment results to develop and monitor transition plans

6.3.9 Use documentation of response to intervention (RTI) to inform eligibility determination decisions and specially designed instruction

6.3.10 Communicate and integrate assessment results from others as an active team participant in eligibility decisions, the development and implementation of the Individual Educational Program (IEP), and the Individual Family Service Plan (IFSP)

6.4 Planning, Content, and Practice

6.4.1 Create a safe, equitable, positive, and supportive learning environment for all students that encourages self-advocacy, self-determination, and increased independence

6.4.2 Develop and select instructional content, resources, and strategies that are aligned with IEP goals and respond to cultural, linguistic, and gender differences.

6.4.3 Develop, implement, and monitor IEPs in collaboration with team members, families, and as appropriate, students

6.4.4 Evaluate the need for assistive technologies and incorporate when appropriate

6.4.5 Develop, implement, and monitor IEPs, IFSPs, and lesson plans which align with general curriculum including state learning goals, EALRs, GLEs and early childhood learning benchmarks

6.4.6 Use and model research-based strategies and interventions to facilitate inclusion in the least restrictive environment including appropriate accommodations, curriculum modifications, and alternatives

6.4.7 Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with disabilities into various settings

6.4.8 Use research-based methods to teach reading, mathematics, and writing

6.4.9 Use research-based methods to increase student learning in adaptive, social, emotional, behavioral, communication, and independent living skills

6.4.10 Use task analysis to prepare lesson plans based on unique educational needs that are directly connected to measurable components of the IEP

6.4.11 Plan for the integration of related services' goals into the educational programs

6.4.12 Sequence, implement, and evaluate individual learning outcomes, including the appropriate use of the EALRs and GLEs

6.4.13 Use research-based strategies for facilitating maintenance and generalization of skills across learning environments

6.4.14 Use instructional time to positively impact student learning by designing and managing effective daily routines

6.4.15 Use strategies, including collaboration with families and other agencies to facilitate all transitions for individuals with disabilities, including:
• early intervention to preschool
• preschool to elementary
• elementary to middle level
• middle level to high school
• high school to beyond
• individualized alternative settings to school
• extended school year
• to and from general education

6.4.16 Direct, observe, and provide feedback to para-educators, classroom volunteers and peer tutors

6.4.17 Prepare lesson plans, organize materials, and monitor implementation of specially designed instruction for self, para-educators, and general educators

6.4.18 Design and/or provide instruction in a variety of educational settings including community based settings

6.5 Managing Student Behavior and Social Interaction Skills

6.5.1 Use the least intrusive behavior management strategy consistent with the needs of the individual learner

6.5.2 Modify instructional approaches and the learning environment to manage behaviors

6.6 Professionalism and Ethical Practice

6.6.1 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities

6.6.2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics

6.6.3 Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues

6.6.4 Conduct professional activities in compliance with applicable special education laws and policies/regulations

7.0 Research Knowledge and Skills

7.1 Locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice

7.2 Effectively communicate scholarly work through written, oral, and/or alternate formats

7.3 Skillfully inquire into areas of program-related interest

7.4 Develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision making

7.5 Demonstrate an understanding and valuing of diversity in pedagogical and inquiry endeavors

Assessment of Goals

Summative

1. All students completing the Special Education Endorsement in the EdM who want to obtain a Washington State certificate to teach Special Education must successfully complete the **WEST-E** (Washington Educator Skills Tests – Endorsements), an assessment of the content knowledge required for the endorsement. The WEST-E for Special Education is aligned with the goals/competencies previously listed. Each Special Education course in the EdM in Special Education is also aligned with the relevant competencies from the previous list.

2. All students completing the EdM in Special Education must successfully complete Sped 702: Special Projects.

3. Oral exams and projects will be conducted via the University's Webconferencing system for distance students in compliance with all Graduate School policies and procedures.

Formative

1. Each Special Education Endorsement course contains multiple assessment and diagnostic assignments to judge whether or not the students have mastered the core competencies aligned with that particular course. If students do not successfully complete those assessments successfully, they must re-take the course.

2. The foundations course and the research course the EdM students will complete have formative assessments built into the courses. Students need to obtain what is equivalent to a "B" (80%) overall in each course to proceed in the program.

3. Students completing the EdM in Special Education complete two 2-credit practicums in school-based settings. The supervisor completes a competency-based assessment of the student, and the mentor teacher completes an evaluation of the student's skills demonstrated in practicum. Students must successfully complete these two practicums in order to proceed in the program.

The Special Education faculty meet regularly to review the passing rates of students on the WEST-E and adjust the course content/emphasis in the Special Education Program accordingly. For example, if it is found that a higher percent of students than is desired did poorly on the Special Education Law portion of the WEST-E, the course that focuses on Special Education Law is adjusted, assignments are revised, and student progress is monitored more closely. The faculty also review the Sped 702 completion rates, as well as evaluate the quality of the Special Projects produced by the master's degree students. Additional requirements have been added, for example, in the past when weak projects have been noted.

6. DIVERSITY -- *Identify strategies for promoting diversity in the DDP program.*

WSU is committed to the promotion of diversity within the student population and online classroom. Online education is often viewed as a means of delivering education to underrepresented and non-traditional populations contributing to the overall diversity of the University. The online environment lends itself to mitigating racial, gender, age and cultural stereotypes in community building.

7. FUNDING -- *Describe the funding model for this distance program and justify the budget requirements.*

The program will be funded using the current WSU Online rate of return for graduate credit.

Table 1 Program Faculty

Name	Rank	Status	% Effort in Pgm.
Darcy Miller	Professor	Perm, Full Time	5%
Michael Dunn	Assoc Professor	Perm, Full Time	5%
Susan Banks	Assoc Professor	Perm, Full Time	5%
Asst Prof (new)	Asst Prof	Perm, Full Time	5%
Asst Prof (new)	Asst Prof	Perm, Full Time	5%
Clinical faculty	Clinical	Perm, Full Time	5%
Total Faculty FTE			30%

Table 2 Size of Program

Students	Year 1	Year 2	Year 3	Year 4
Total student headcount	17	17	20	20
FTE	7.65	7.65	9.00	9.00

Table 3 Administrative/Support Staff			
Name	**Title**	**Responsibilities**	**% Effort in Pgm.**
Julie Killinger	Principal Assistant	Student Support	5%
Total Staff FTE			5%

Table 4 Summary of Program Costs

This template will calculate the direct, indirect and total cost as well as the cost per student FTE.

Enter the name of the Degree program here	Date	Internal Reallocation	New State Funds	Summer Funding	Year 1 Total	Year 5 Total
Administrative Salaries, including benefits		2,207	-	-	2,207	2,207
Faculty Salaries, including benefits		23,418	-		23,418	23,418
benefits		-	-	-	-	-
Clerical Salaries, including benefits		-	-	-	-	-
DDP Services except advising, $90/cr		6,885	-	-	6,885	8,100
Contract Services		-	-	-	-	-
Goods and Services			-		-	
Travel			-			
Equipment			-	-	-	
Other costs		-	-	-	-	-
Library		-	-	-	-	-
Direct Cost		**32,511**	-	-	**32,511**	**33,726**
Indirect Cost		**15,299**	-	-	**15,299**	**15,871**
Total Cost		**47,810**	-	-	**47,810**	**49,597**
AAFTE					3.83	4.50
Cost Per AAFTE					12,499	11,021
*Rationale: It will take more resources per AAFTE to get the program started, but once started there are economies of scale that reduce the cost per AAFTE.						
Indirect is set at:	32.00					
of total cost						
For programs to be						
delivered via DDP, change						
the percentage in B22 to						
32.00						

Table 5A Salary Cost Detail - Year 1

Name	Monthly salary	# of months	Annual Salary	Buyout Pgm %	Annual Pgm salary
Administration:					
Julie Killinger	3,750	9	33,750	0.05	1,688
Subtotal Administration	3,750		33,750	0.05	1,688
Faculty:					
Darcy Miller	9,458	9	85,122	0.05	4,256
Michael Dunn	6,976	9	62,784	0.05	3,139
Susan Banks	6,976	9	62,785	0.05	3,139
Assist Prof (new)	5,966	9	53,694	0.05	2,685
Assist Prof (new)	5,966	9	53,694	0.05	2,685
Clinical Faculty	4,444	9	40,000	0.05	2,000
Subtotal Faculty	39,787		358,079	0.30	17,904
TA/RA's:					
Subtotal TA/RA	0		0	0.00	0
Clerical staff:					
			0		0
Subtotal Clerical	0		0		0
Total	43,537		391,829	0.35	19,591

Table 5B Salary Cost Detail - Year 4 - Full Enrollment

Name	Monthly salary	# of months	Annual Salary	Buyout Pgm %	Annual Pgm salary
Administration:					
Julie Killinger	3,750	9	33,750	0.05	1,688
Subtotal Administration	3,750		33,750	0.05	1,688
Faculty:					
Darcy Miller	9,458	9	85,122	0.05	4,256
Michael Dunn	6,976	9	62,784	0.05	3,139
Susan Banks	6,976	9	62,785	0.05	3,139
Assist Prof (new)	5,966	9	53,694	0.05	2,685
Assist Prof (new)	5,966	9	53,694	0.05	2,685
Clinical Faculty	4,444	9	40,000	0.05	2,000
Subtotal Faculty	39,787		358,079	0.30	17,904
TA/RA's:					
Subtotal TA/RA	0		0		0
Clerical staff:					
			0		0
Subtotal Clerical	0		0		0
Total	43,537		391,829	0.35	19,591

LIBRARY COLLECTIONS RESPONSE
TO THE PROPOSAL TO EXTEND A WSU PULLMAN DEGREE PROGRAM
VIA DISTANCE DEGREE PROGRAMS (DDP)

EdM in Special Education

The WSU Libraries have ample "special education" library collections already in place and able to support the proposed DDP EdM in Special Education. The Libraries have devoted resources to materials to support the needs of undergraduates through graduate students and faculty. Along with the long tradition of departmental liaison support, we can offer well-developed collections that cover both seminal works and emerging trends. Although no new funding will be needed for supporting this collection on the WSU Pullman campus, as this is a DDP program, we will need to ensure a proper mix of resources at each library across the WSU system and through the Libraries' homepage in all formats, but particularly in reference materials, journal articles, and books that are available electronically. As the nature of scholarly communication continues to change and libraries change and adapt, this new proposed DDP program provides an opportunity to work towards providing relevant materials for future students and strengthening library resources statewide.

From:	Skinner, Matthew A
Sent:	Tuesday, January 22, 2013 9:12 AM
To:	Sellon, Debra
Subject:	RE: EdM - extension of degee

Hi Deb,

Sorry for my delayed response. I'm ok with their FTE calculations.

Thanks,

Matt

From: Sellon, Debra
Sent: Monday, January 21, 2013 2:26 PM
To: Skinner, Matthew A
Subject: FW: EdM - extension of degee

Matt,

I am also double-checking the status of the MA in Special Ed. Are you ok with the revised FTE calculations? Thanks.

Deb

From: Sellon, Debra
Sent: Wednesday, January 16, 2013 7:55 PM
To: Skinner, Matthew A; Sherman, Jane
Subject: FW: EdM - extension of degee

Matt,

Here is the revised EdM extension of degree request. Please let me know if the changes are appropriate and it is ok to forward for the next stage of review.

Jane – I am copying this to you because Matt also requested that the FTE calculations be re-examined. Please let me know if this revised document answers your questions.

Deb

From: Miller, Darcy E
Sent: Wednesday, January 16, 2013 2:04 PM
To: Vandevord, Rebecca; Erdman, Phyllis
Cc: Pietz, Valeria Nicoli; Sellon, Debra
Subject: RE: EdM - extension of degee

Thank you. Let us know if there is anything else we need to do. I'm assuming this will be sent to the folks who need to see it and that I don't need to send it anywhere.

Darcy

Darcy Miller, PhD

Interim Co-Chair and Professor

Program Coordinator, Special Education

Department of Teaching and Learning

College of Education

Washington State University

Pullman, WA 99164-2132

(509) 335-5027

From: Vandevord, Rebecca
Sent: Wednesday, January 16, 2013 1:56 PM
To: Miller, Darcy E; Erdman, Phyllis
Cc: Pietz, Valeria Nicoli
Subject: RE: EdM - extension of degee

Attached is the corrected version. I think the confusion is between AAFTE and FTE. The spreadsheet uses AAFTE and the table in the document, FTE. We have changed that row to be AAFTE so hopefully that will reduce the confusion.

Rebecca Van de Vord PhD.
Associate Director and Director of eLearning Services
WSU Global Campus

From: Miller, Darcy E
Sent: Monday, January 14, 2013 8:40 AM
To: Erdman, Phyllis
Cc: Vandevord, Rebecca
Subject: RE: EdM - extension of degee

Hi all,
Rebecca, since you are the one who wrote the proposal, can you do the modifications? Thanks and let us know what you need from us, OK?

Darcy

Darcy Miller, PhD

Interim Co-Chair and Professor

Program Coordinator, Special Education

Department of Teaching and Learning

College of Education

Washington State University

Pullman, WA 99164-2132

(509) 335-5027

From: Sellon, Debra
Sent: Sunday, January 13, 2013 3:51 PM
To: Erdman, Phyllis; Miller, Darcy E
Cc: James, Larry G; Vandevord, Rebecca
Subject: FW: EdM - extension of degee

Phyllis and Darcy,

Your proposal to extend the EdM (Specialization in Special Education) to an on-line degree has now completed its budget review. The comments from Matt Skinner are listed below. The only change that is required is a recalculation of AAFTE. Please consider Matt's comments and send your revised proposal to me. Let me know if you have any questions. Thanks.

Debra

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From: Skinner, Matthew A
Sent: Monday, January 07, 2013 1:07 PM
To: Sellon, Debra; James, Larry G
Subject: RE: EdM - extension of degee

Hi Deb & Larry,
A few thoughts.

- The proposal assumes no new budget or faculty lines. It covers the instructional load and costs via existing faculty and internal reallocation. Normally, we would question this assumption. Faculty are very busy. Taking on additional instructional load will usually have an impact (or cost) on research or other instructional/scholarly activities. However, this proposal states that all courses required for the EdM in Special Education are already on-line and that these courses are currently under enrolled. Assuming these two statements to be correct, it appears reasonable that the EdM Special Education students can be accommodated within courses already being taught.
- AAFTE is calculated incorrectly the table "Projected Number of Students and Degrees" (page 2). The rational for the incorrect calculation is explained on the next page of the proposal. The faculty senate committees may ask questions about it.
- Finally, we always remind the College and Department that the WSU funding model for graduate DDP enrollments only provides an allocation for "distance only" students. Students dually enrolled in on-campus and on-line courses are excluded from the funding model. It would be expected that on-line students would not receive waivers.

Overall, the proposal seems reasonable.
Matt