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General Information

The Master of Arts in Teaching in Special Education

The Master of Arts in Teaching (MAT) degree in special education is available to those students who have an undergraduate degree in an area other than special education and are interested in obtaining an initial teaching certification in special education and a master’s degree. Clemson’s MAT in Special Education is geared toward career changers. Thus, candidates demonstrate a common commitment to improving outcomes for individuals with disabilities; however, candidates may come from various backgrounds with a range of undergraduate degrees from any accredited institution. The MAT program is designed to meet the standards established by the Council for Exceptional Children (CEC). Program graduates who complete successfully the course of study and practical experiences will be able to meet requirements for licensure in the area of Learning Disabilities by passing the required PRAXIS exams.

Website

http://www.clemson.edu/education/academics/masters-specialist-programs/masters-education-arts-teaching-mat-special-education/index.html

Location

The MAT in Special Education is offered at the University Center of Greenville (UCG) in fall and spring semesters. The address for UCG is:

University Center of Greenville
225 South Pleasantburg Drive
Greenville, SC 29607

Summer courses are offered online or at Clemson University’s main campus in Clemson, SC.

Program Objectives

The MAT in Special Education will:

- Provide to potential career changers who have an undergraduate degree in an area other than education an avenue to earn a graduate degree while completing the requirements for initial teaching certification in special education;
• Increase the supply of highly skilled special educators who are able to address the needs of students with disabilities across a range of settings;
• Produce practitioners who have skills in identifying and examining questions worthy of study within the classroom setting; and
• Produce highly qualified special educators who can identify and implement research-based practices to improve outcomes for individuals with disabilities.

Admission Criteria

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

Online Services

Once you are admitted to Clemson’s graduate program you can find information needed to navigate all aspects of Clemson online services, including email, registration, and financial aid through accessClemson at https://www.registrar.clemson.edu/accessClemson/

Program/Course Completion

The program is completed across four semesters of full-time enrollment, with each cohort beginning and ending in summer. Because the program curriculum is prescribed, admission and start date is only available for first summer session.

A master’s student in a graduate program at Clemson University has six years to complete a degree; therefore, all coursework to be credited toward any master’s degree must have been enrolled in and completed within six calendar years prior to the date on which the degree is to be
awarded. Graduate level courses completed at other institutions may be accepted as substitution for courses listed in the program of study, based upon approval of by program faculty. Course transfers and substitutions are evaluated on an individual basis.

Clemson’s Graduate School Policies and Procedures

In addition to the MAT in Special Education degree program requirements, all students must comply with graduate school policies and procedures which can be found at: https://www.clemson.edu/graduate/students/policies-procedures/index.html

Key Dates for Program Completion

Clemson University graduate school has established deadlines for completing steps toward graduation. Specific deadlines for your August 2020 graduation can be found at: https://www.clemson.edu/graduate/students/deadlines.html

Program Advisor

You will be assigned a major advisor. Your major advisor will be responsible for approving your plan of study.

Plan of Study

You must complete a plan of study (GS2) during your second semester of the program (Fall semester). To complete the plan of study, go to: http://www.clemson.edu/graduate/students/gs2-hints.html. Your program of study must include all required courses and labs with a completion date as prescribed in your course schedule. If you are transferring in graduate courses from a previous institution you should meet with your advisor for approval and guidance with the process. If you are substituting a course because you have completed a similar course from Clemson at the undergraduate level, you must meet with your advisor for guidance and approval. Please note that you must receive final notice (via email from the graduate school) that your plan of study has been approved before you are able to apply for graduation. In addition, there is a late fee associated with late filing of your plan of study.
Application for Graduation

You must apply for graduation prior to the deadline established in the Graduate School guidelines at: https://www.clemson.edu/graduate/students/deadlines.html. You apply for graduation through iRoar and must have your GS2 Plan of Study completed before you are able to apply for graduation.

Tuition and Financial Aid

All questions regarding tuition and financial aid should be addressed to the financial aid office. The link to financial aid information is: http://www.clemson.edu/financial-aid/ and information about tuition may be found at: https://www.clemson.edu/graduate/finance-tuition/.

South Carolina residents may apply for the South Carolina Teachers loan at https://www.sclistudentloan.org/students/loanprograms/scteachersloanprograms.aspx. All questions regarding the SC Teachers Loan program must be addressed to https://www.sclistudentloan.org/contactus/contactus.aspx. This is a state program and not a University program. Therefore, we are unable to address specific questions about the loan or loan forgiveness.

Employment Opportunities for Graduates

According to the U.S. Bureau of Labor Statistics employment of Special Education teachers is expected to grow by 17% from 2010 to 2020, largely due to increasing numbers of students receiving special education services in elementary and secondary schools. Student enrollment in elementary and secondary schools is expected to grow faster in the South and West. Thus, employment growth of special education teachers may be faster in the South and West. Furthermore, a significant number of special education teachers are expected to retire from 2010 to 2020, thus increasing the demand for new special education teachers.

According to the CERRA annual supply and demand report (2012) in South Carolina teacher vacancies in special education constituted the largest portion of unfilled teaching positions in the state in 2012. And in South Carolina, as evidenced nationwide, retirement contributes to teacher vacancies with 23% of teachers who left the classroom retiring from the profession. The summary statement from the supply and demand report indicates “the need to recruit and retain effective teachers in our state is as critical as ever.”
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<thead>
<tr>
<th>Name</th>
<th>Contact</th>
<th>Areas of Expertise</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Dr. Abby Allen, Assistant Professor</td>
<td><a href="mailto:aaallen@clemson.edu">aaallen@clemson.edu</a></td>
<td>Early Childhood Special Education; Literacy Interventions</td>
<td>EDSP 8100</td>
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<tr>
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<td>864-656-5992</td>
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<td>215 Holtzendorff</td>
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<td>Clemson, SC 29634</td>
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<tr>
<td>Dr. Cathy Griffith, Clinical Assistant</td>
<td><a href="mailto:cgriffi@g.clemson.edu">cgriffi@g.clemson.edu</a></td>
<td>Learning Disabilities; Effective teaching in Special</td>
<td>EDSP 8550; 8120; 8580; 8570</td>
</tr>
<tr>
<td>Professor &amp; Program Coordinator for MAT in Special Education</td>
<td>864-704-9937</td>
<td>Education</td>
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<td>University Center</td>
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<td>Greenville, SC 29607</td>
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<tr>
<td>Dr. Shanna Hirsch, Assistant Professor</td>
<td>864-656-5796</td>
<td>Behavior Disorders; Positive Behavior Supports</td>
<td>EDSP 8560</td>
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<tr>
<td>Dr. Janie Hodge, Associate Professor</td>
<td><a href="mailto:hodge@clemson.edu">hodge@clemson.edu</a></td>
<td>Learning Disabilities; Literacy Interventions; Evidence-based practices</td>
<td>EDSP 8200</td>
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<tr>
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<td>864-656-1613</td>
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<tr>
<td>Dr. Antonis Katsiyannis, Alumni Distinguished Professor</td>
<td><a href="mailto:antonis@clemson.edu">antonis@clemson.edu</a>; 864 656-5114</td>
<td>Legal and Policy Issues in Special Education</td>
<td>EDSP 8530</td>
</tr>
<tr>
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<td>407C Tillman Hall</td>
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<tr>
<td>Dr. Kent Parker, Clinical Assistant Professor</td>
<td><a href="mailto:wparker@clemson.edu">wparker@clemson.edu</a></td>
<td>212 Holtzendorff</td>
<td>212 Holtzendorff</td>
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<tr>
<td>Mrs. Beverly Romansky, Clinical Supervisor</td>
<td></td>
<td></td>
<td>212 Holtzendorff</td>
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<tr>
<td>Dr. Joe Ryan, Stanzionne Distinguished Professor of ClemsonLIFE</td>
<td><a href="mailto:jbryan@clemson.edu">jbryan@clemson.edu</a></td>
<td>864-656-1531</td>
<td>227 Holtzendorff Hall</td>
</tr>
<tr>
<td>Dr. Pamela Stecker, Professor</td>
<td><a href="mailto:stecker@clemson.edu">stecker@clemson.edu</a></td>
<td>864-656-5110</td>
<td>213 Holtzendorff Hall</td>
</tr>
<tr>
<td>Dr. Debi Switzer, Professor and Chair Department of Education and Human Development</td>
<td><a href="mailto:debi@clemson.edu">debi@clemson.edu</a></td>
<td>864-656-5098</td>
<td>103 Gantt Circle, Room 211A</td>
</tr>
</tbody>
</table>
## Course Descriptions

### Summer 2019

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDSP 8770</td>
<td>Introduction to Exceptionalities (3 credits)</td>
<td>This course introduces characteristics of exceptional learners and their education. Emphasis is placed upon educational, psychological, sociological, and medical aspects of disabilities with linkages to effective assessment and instructional practice.</td>
</tr>
<tr>
<td>EDSP 8210</td>
<td>Assessment in Special Education (3 credits)</td>
<td>Introduction to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring and interpretation of selected instruments.</td>
</tr>
<tr>
<td>EDSP 8100</td>
<td>Characteristics for Individuals with Learning Disabilities (3 credits)</td>
<td>Addresses definitions, identification procedures, cognitive abilities, social functioning, academic skills, and functional performance of individuals with learning disabilities across the lifespan.</td>
</tr>
<tr>
<td>EDF 8010</td>
<td>Human Growth and Development (3 credits)</td>
<td>Theory and research in human development and its impact on the teaching/learning process.</td>
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### Fall 2019

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDSP 8550</td>
<td>Intensive Academic Interventions for Individuals with Disabilities (3 credits)</td>
<td>This course provides content knowledge and skills in addressing intensive academic interventions for students with disabilities to graduate students pursuing a degree in Special Education. Emphasis is placed on research-based practices in assessment and identification of academic difficulties and research-based interventions to address the significant academic needs of students with disabilities.</td>
</tr>
<tr>
<td>EDSP 8560</td>
<td>Intensive Behavioral Interventions for Individuals with Disabilities (3 credits)</td>
<td>This course provides content knowledge and skills in addressing intensive behavioral needs of students with disabilities within school settings and across a range of grade levels.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>EDSP 8200</td>
<td>Language Arts Instruction for Individuals with Disabilities (3 credits)</td>
<td>Emphasis is placed on research-based practices in assessment, behavioral progress monitoring, and intervention within individualized data-based intervention. Research-based methods for instructing individuals with disabilities. Includes principles of effective language arts instruction in reading, writing, speaking and listening skills.</td>
</tr>
<tr>
<td>EDSP 8220</td>
<td>Explicit Mathematics Instruction Individuals with Disabilities (3 credits)</td>
<td>Procedures for teaching mathematics to individuals with disabilities using direct instruction as an approach to assessment, instructional planning and evaluation. Research in mathematics instruction for individuals with disabilities and mathematics program.</td>
</tr>
<tr>
<td>EDSP 8120</td>
<td>Practicum in Learning Disabilities (3 credits)</td>
<td>Practical experience in teaching students with learning disabilities under the supervision of college faculty and local mentor teachers. Preq: EDSP 8100 or consent of instructor. Coreq: EDSP 8121.</td>
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<tr>
<td>EDSP 8121</td>
<td>Practicum in Learnings Disabilities Lab (0 credits)</td>
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<td><strong>Spring 2020</strong></td>
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<tr>
<td>EDSP 8570</td>
<td>Integrating Knowledge and Skills to Develop Preservice Special Educators’ Instructional Expertise (3 credits)</td>
<td>This course addresses planning and instruction for teaching individuals with disabilities across settings. This capstone course addresses candidates’ required competencies for teacher certification. Coreq: EDSP 8580.</td>
</tr>
<tr>
<td>EDSP 8580</td>
<td>Student Teaching in Special Education (6 credits)</td>
<td>This field-based course provides students a semester-long teaching experience in a public school special education classroom, with direct supervision from a Clemson University supervisor and a classroom mentor teacher.</td>
</tr>
<tr>
<td>EDSP 8800</td>
<td>Methods for Conducting Research with Individuals with Disabilities for Beginning Researchers (3 credits)</td>
<td>This course introduces students to the process of how to critique, design, and conduct research with individuals with disabilities, as well as their families</td>
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and educational providers. Students explore the unique characteristics and contexts of disability research and how this uniqueness impacts which, and how, research is conducted.

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<th>Course Code</th>
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<tbody>
<tr>
<td>EDSP 8530</td>
<td>Legal and Policy Issues in Special Education (3 credits)</td>
<td>The impact of legislation-IDEA, Section 504 and litigation on special education; six major principles of special education law; interpretation of court cases; residential placements; discipline; extended school year services; compensatory education; inclusion; strategies to minimize litigation and trends in special education.</td>
</tr>
<tr>
<td>EDLT 8140</td>
<td>Reading and Writing Instruction for Culturally and Linguistically Diverse Students (3 credits)</td>
<td>Examines cross-cultural theoretical dimensions, principles and research related to second language acquisition and provides a knowledge base for teaching the reading and writing processes to English language learners (ELLs). Instructional models, strategies and tools supporting ELLs and their learning needs are presented.</td>
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</table>

Clemson University Office of Field Experience

Information regarding field experiences will be provided by your instructors and by the Coordinator of Field Experiences & Licensure, Mr. Bill Millar (hmillar@clemson.edu; 864-656-7692). Mr. Bill Millar will meet with you to provide information regarding requirements for field experiences (e.g. fingerprinting; SLED check) and the application for student teaching. The application for student teaching can be found at: [http://ed.sc.gov/educators/teaching-in-south-carolina/becoming-a-teacher/student-teaching/](http://ed.sc.gov/educators/teaching-in-south-carolina/becoming-a-teacher/student-teaching/)

South Carolina Teacher Certification Requirements

Information regarding application for South Carolina teacher licensure can be found at: [http://ed.sc.gov/educators/certification/](http://ed.sc.gov/educators/certification/)

S.C. Code Ann. Section 59-26-30 authorizes the South Carolina State Board of Education to adopt nationally recognized educator certification examinations and set passing scores for each examination. The SBE has approved the Praxis II series of content and pedagogy examinations
developed and administered by Educational Testing Service (ETS) for use in South Carolina. Note: All Praxis exams are computer-based. Paper-based exams are available only for test-takers needing ADA accommodations. See the ETS website at www.ets.org for additional information. https://www.ets.org/praxis

Please note: When registering for Praxis II tests through the Educational Testing Service (ETS), you must provide your complete nine-digit Social Security number in order for your scores to be reported to the South Carolina Department of Education. Scores are reported electronically and matched to our database file using your Social Security number. If a Social Security number is not listed on your score report, processing of your license will be delayed and you may be required to request another official score report from ETS at an additional cost.

Required PRAXIS examinations for the MAT in Special Education-Learning Disabilities can be found at http://ed.sc.gov/educators/certification/certification-resources/required-examinations/

The Principles of Learning and Teaching (PLT) exam (5622) is required to receive initial certification for any certification area.

For South Carolina certification in Special Education: Learning Disabilities you must take Special Education-Core Knowledge and Applications (5354) AND Special Education: Teaching Students with Learning Disabilities (5383). Your score reports for these exams must be submitted to the department and the Office of Field Experiences prior to graduation.

Should you wish to add additional areas of certification you may find the requirements at the following link: http://ed.sc.gov/educators/certification/advancing-certification/adding-certificate-areas/

Electronic Portfolio and Oral Presentation

A significant requirement of the MAT in Special Education is your Electronic Portfolio and oral presentation. The E-folio is completed in the Spring semester during your student teaching experience. Specific information about the E-folio will be provided in EDSP 8570 that is taken along with your student teaching experience. The E-folio demonstrates your knowledge and skills related to the South Carolina Teacher Evaluation System requirements. The E-folio addresses specific standards and includes artifacts documenting your competence in the standards. The E-folio presentation is scheduled at the end of the semester and presented to Special Education faculty and other interested parties.
Job Search

The Center for Educator Recruitment, Retention, and Advancement (CERRA) welcomes you to the South Carolina Online Educator Employment System. Through CERRA's website, you can have instant access to a statewide educator Job Bank, the Online Application that enables you to apply to any or all public-school districts or special schools in the state, and much more.

Once you have completed the Online Application, you will be able to submit it to any or all public-school districts and special schools in South Carolina. CERRA

http://cerra.org/application.aspx

You may request recommendations from your cooperating teachers, your University Supervisor, and your instructors/professors of courses in your program. Prior to listing a reference, you must contact the person and ask if they are willing to provide a reference for you. You should email a resume with your request and let the person know for what positions you are applying. Please remember that faculty often receive several requests to serve as references and we are better able to provide recommendations if we have seen you teach.

Other useful information and links related to the College of Education can be found at:

https://www.clemson.edu/education/academics/students/index.html
Academic Calendar

To facilitate planning your time across the semesters please refer to the University Calendar prior to making travel arrangements or other commitments that impact your attendance in classes and at other program activities and/or requirements. Please note that Spring Break 2019 will be based on the school district where you are completing your student teaching and not Clemson University’s spring break.

The official University Calendar is available at the following link: http://www.registrar.clemson.edu/html/Acad_Cal.htm

Graduate School Deadlines

http://www.clemson.edu/graduate/students/deadlines.html

The GS2 should be filed during the second semester of your course of study. It is a map of your course of study and ensures you receive appropriate and timely academic advising. If your plan of study changes between when you file an original GS2 and the deadline date listed above, you must file an amended GS2.

** A $25 late fee will be assessed when the GS2 form or the application for graduation via iRoar is submitted after the deadline above, and will increase at the rate of $5 per business day thereafter. Late fee payments must be made directly to the Bursar's Office (located in Sikes Hall).

Checklist on Graduate School Procedures

The graduate student should carefully note this checklist as well as the above deadline dates.

1. Select (in consultation with the appropriate department head) a major advisor and advisory committee.
2. Submit Plan of Study and Graduate Degree Curriculum (Online GS2).
3. Satisfy any prescribed language requirement and comprehensive examination prerequisite for admission to candidacy.
4. Apply for Graduation and order diploma (through iRoar) after completing at least half the prescribed course work.
5. Order cap, gown, and hood from University Bookstore.

The final responsibility for ensuring compliance with these procedures rests with the graduate student. Special problems should be referred to the graduate dean.

NOTE: Information in the handbook may change subject to University, State, or Program area requirements, and you will be informed of any changes as information is available.