APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College College of Education **Department:** Teacher Education and Leadership

Contact Person: Kellie Fondren **Mail Stop:** 9704 **E-mail:** pkb22@msstate.edu

Nature of Change: Modification **Date Initiated:** December 2024

Current Degree (BS, MS, etc.): BS

Current Major: Special Education

Current Concentration(s):

Current Campus(es): ☑ Starkville ☑ Meridian ☑ Distance ☐ Gulf Coast*

*Gulf Coast campus for Bagley College of Engineering onl

New Degree (BS, MS, etc.): N/A

Effective Date:

Semester	Year
Fall	2025

**Any new program or modification desiring a starting semester other than fall must include a justification

Proposed Major:

Proposed Concentration(s):

Proposed Campus(es)

☑ Starkville
☑ Meridian
☑ Distance
☐ Gulf Coast*

*Gulf Coast campus for Bagley College of Engineering c

Summary of Proposed Changes:

While the spirit of the EDX program remains the same, several courses in the program of study have been addressed to reflect current trends in the field of special education. The nomenclature and concepts expressed in the titles, objectives, and content of 8 syllabi have been updated to reflect current practice. In addition, 4 new courses have been proposed to reflect current research and practice in the special education field. EDX 3203

Introduction to learning disabilities, EDX 3213, EDX 3223 Introduction to Emotional and Behavioral Disorders, EDX 3233 Contingency Management, EDX 4103 Introduction to Teaching Students with Intellectual and Developmental Disabilities, EDX 4113 Methods and materials for Early Childhood Education, EDX 4413 Working with Parents of Students with disabilities, and EDX 4353 Assistive Technology have all been revised based on current research of best practice with updated terminology in the course objective and content. EDX 3133 Special Education Law and Ethical Practices, EDX 4003 Early Intervention Birth to Three, EDX 4523 Teaching Mathematics to Students with Disabilities, EDX 4223 Transition and Collaboration have been developed to increase the knowledge and skill set based on most current research of best practice and need. EDX 4623 has been revised and add to the program of study to increase skill set in increasing inclusive classrooms for students with more extensive support needs RDG 3223 Diagnosing and Assessing Reading Difficulties and RDG 3413 Middle Level Literacy were also added to the program of study to increase the knowledge and skill in teaching reading and preparing students for the Foundations of Reading. EPY 2513 Human Growth and development has been removed and replace with the developed EDX 4003 early Intervention Birth to Three that will have a more specific focus on child development and early identification of children at-risk. TECH 4763 has been removed and the content will be included in revised EDX 4353 Assistive and Instructional Technology. The modification will include course title and content changes to align with most current research. Each course has been developed to provide in person and distance offerings to meet the needs of students. Lectures will be provided through recorded asynchronous video. Course resources will be uploaded into canvas modules and available for downloading. Applied activities will be submitted through canvas assignments, one drive, or email. Informal assessments such as exit tickets via google or Qualtrics forms, discussions board participation, quality of assignment content will be used to monitor student outcomes during the semester. Students will engage in interactive discussions with peers both synchronously and asynchronously, hands on applications of instructional strategies submitted through video demonstration, anecdotal recording of observations, and reflections of performance. The flexibility in campus offerings allows the program to better meet students' needs and provide quality teacher preparation through real world application, collaboration, and technology enhanced instruction. Online sections of the course will be offered for online programs that include EDX courses, supplemental endorsements, and individualized basis to meet students' needs. The modifications will provide opportunity to strengthen the outcomes for students completing our program.

Approved: **Date:**

Kenneth V. Anthony — Digitally signed by Kenneth V. Anthony Date: 2024.12.18 12:56:22 -06'00' — Dec 18, 2024

Department Head

Dana Pomykal Franz — 2/4/2025

Director of Academic Quality

Jeanette Fontaine — Digitally signed by Jeanette Fontaine Date: 2025.02.06 13:32:36 -06'00'

Chair, College or School Curriculum Committee

Kimberly R. Hall — Digitally signed by Kimberly R. Hall Date: 2025.02.06 15:09:05 -06'00'

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

FOR OIRE USE ONLY

- ☐ Substantive Change to SACSCOC
- ☐ Notification to SACSCOC
- ☐ No significant departure

OIRE Representative Initials _____

DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing undergraduate degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Include the course prefix, number, and title in both columns. Expand this table as needed. The degree outline will be the same for all campus offerings.

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Bachelor Major: Special Education Concentration:		Degree: Bachelor Major: Special Education Concentration:	
The program in Special Education is designed to prepare teachers to teach children and youth with learning disabilities, intellectual disabilities, and other areas of exceptionality. The curriculum in special education is designed to meet the requirements for the endorsements in the areas of specialization. The degree program includes extensive field experiences working in schools and classrooms. Courses in the degree program provide students with methods for teaching early childhood, elementary, and secondary students with special needs. The degree program culminates in a semester-long teaching internship in a K-12 setting.		The program in Special Education is designed to prepare teachers to teach children and youth with learning disabilities, intellectual disabilities, and other areas of exceptionality. The curriculum in special education is designed to meet the requirements for the endorsements in the areas of specialization. The degree program includes extensive field experiences working in schools and classrooms. Courses in the degree program provide students with methods for teaching early childhood, elementary, and secondary students with special needs. The degree program culminates in a semester-long teaching internship in a K-12 setting.	
CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
General Education Requirements		General Education Requirements	
English (Ex: EN 1103 English Comp I):	6	English (Ex: EN 1103 English Comp I):	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3
Math & Natural Sciences **MA 1313 or higher* **Math above 1313* *(15 hours include 6-8 hours of lab-based sciences)*	*15*	**Mathematics & Natural Sciences** **MA 1213 or higher** **(9 hours includes 6-8 hours of lab-based science)**	**9**
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed): PSY 1013 or other core social science	6	Social/Behavioral Sciences (Gen Ed): PSY 1013 or other core social science	6
Electives	*24*	**Electives (any general ed or professional course)**	**15**
Total General Education Credits	60	Total General Education Credits	**45**
Professional Education Requirements		Professional Education Requirements	
		EDX 3133 Special Education Law and Ethical Practices	**3**
EDX 3203 Introduction to Learning Disabilities	3	**EDX 3203 Evidence Based Practices for Inclusive Classrooms**	3
EDX 3213 Individualizing Instruction for Exceptional Children	3	**EDX 3213 Foundations of Special Education**	3

EDX 3223 Introduction to Emotional and Behavioral Disorders	3	**EDX 3223 Positive Behavior Interventions and Supports**	3
EDX 3233 Contingency Management	3	**EDX 3233 Intensive and Individualized behavior Intervention and Support**	3
EPY 2513 Human Growth and Development	3	**EDX 4003 Early Intervention Birth to Three**	3
EDX 4103 Introduction to Teaching Students with Intellectual and Developmental Disabilities	3	**EDX 4103 Systematic Instruction**	3
TECH 4763 Digital Tools for 21st Century Teaching and Learning	*3*	**EDX 4223 Transition and Collaboration**	**3**
RDG 3113 Early Literacy 1* RDG 3123 Early Literacy 2* (* Courses must be taken together)	6	RDG 3113 Early Literacy 1* RDG 3123 Early Literacy 2* (* Courses must be taken together)	6
		RDG 3223 Diagnosing and Assessing Reading Difficulties **RDG 3413 Middle Level Literacy**	6
EDX 4113 Methods and Materials for Early Childhood Students with Disabilities	3	**EDX 4113 Pre-K Intervention Methods**	3
EDX 4413 Working with Parents of Students with Disabilities	3	**EDX 4413 Families and Professional Partnerships**	3
EDX 4353 Assistive Technology \	3	**EDX 4353 Assistive and Instructional Technology**	3
EDX 4123 Methods and Materials for Elementary Students with Disabilities	3	EDX 4123 Methods and Materials for Elementary Students with Disabilities	3
EDX 4133 Methods and Materials for Secondary Students with Disabilities	3	EDX 4133 Methods and Materials for Secondary Students with Disabilities	3
EDX 3253 Evaluating Learning in Special Education	*3*	EDX 3253 Evaluating Learning in Special Education	**3**
EDX 4243 Planning for Diversity of Learners in Special Education	*3*	EDX 4243 Planning for Diversity of Learners in Special Education	**3**
		EDX 4523 Teaching Mathematics to Students with Disabilities	**3**
		EDX 4623 Curricular and Mobility Adaptations for Physical/Multiple Disabilities	**3**
EDX 4886 Teaching Internship in Special Education	6	EDX 4886 Teaching Internship in Special Education	6
EDX 4896 Teaching Internship in Special Education	6	EDX 4896 Teaching Internship in Special Education	6
EDX 4873 Professional Seminar in Special Education	3	EDX 4873 Professional Seminar in Special Education	3
Total Professional Hours	63	Total Professional Hours	78
Total Hours	123	Total Hours	123

3. Justification and Student Learning Outcomes

The bachelor's degree in special education has been offered for many years, however since that time the field has radically changed its acceptable nomenclature related to identity and conceptual approach for training and working professionals. To bring MSU back into alignment with terminology, content, and objectives based on today's research, the following courses (listed with their new titles) in the current program of study have all been revised.

- EDX 3213 Foundations of Special Education
- EDX 3203 Inclusive Practices in Special Education
- EDX 3223 Positive Behavior Supports and Intervention
- EDX 3233 Intensive Behavioral Supports
- EDX 4103/6103 Systematic Instruction
- EDX 4113/6113 Pre-K Methods
- EDX 4413/6413 Family and Professional Partnerships
- EDX 4623/6623 Curricular and Mobility Adaptations for Students with Physical and Multiple Disabilities

Additionally, four courses have been added to the program of study to align the course with field-level standards for training new professionals in special education:

- EDX 3133 Special Education Law
- EDX 4003 Early Intervention Birth to Three
- EDX 4223 Transition and Collaboration
- EDX 4523 Remedial Math Methods

The Special Education faculty have reviewed the program of study and the course objectives for each course to ensure we are preparing preservice teachers with the most recent evidence-based practices. This program modification also has been aligned with the university's revisions to the academic core. Each course has been developed for both in-person and online offerings. Lectures will be provided through recorded asynchronous video. Course resources will be uploaded into canvas modules and available for downloading. Applied activities will be submitted through canvas assignments, one drive, or email. Informal assessments such as exit tickets via google or Qualtrics forms, discussions board participation, quality of assignment content will be used to monitor student outcomes during the semester. Students will engage in interactive discussions with peers both synchronously and asynchronously, hands on applications of instructional strategies submitted through video demonstration, anecdotal recording of observations, and reflections of performance. The flexibility in campus offerings allows the program to better meet students' needs and provide quality teacher preparation through real world application, collaboration, and technology enhanced instruction. The modifications will provide opportunity to align and strengthen the expected outcomes for the special education program and the College of Education's outcomes for students completing our program.

Target audience:
The primary audience for online offerings of courses will be students enrolled in online program (i.e. elementary education) that need special education program coursework or would like to complete endorsements for licensure. Online courses will also be offered based on individual needs of students enrolled in the special education program.

Student outcomes for the Special Education Program:

1. Students will demonstrate a high level of competency in the special education core content.
2. Students will apply principles and methods from knowledge gained from professional courses to plan, implement and assess lessons for students with disabilities K-12 in their practica.
3. Students will apply strategies to evaluate, and strengthen instruction that will promote continuous social, emotional, academic, and physical development of students with disabilities K-12 in their internship

The student outcomes for the College of Education:

1. Professionalism: The knowledge, skills and dispositions needed to become a professional and to help all students learn; the demonstration of responsible, ethical behavior and good judgment.
2. Differentiation and Individualization: Knowledge and understanding of human behavior and individual differences; the ability to adapt instruction/services to meet the needs of all students/clientele.
3. Knowledge of Content: The deep understanding of both content and teaching strategies relevant to the discipline.
4. Assessment/Evaluation: The basic skills of assessment and evaluation relevant to the major field of study; the ability to use assessments to improve teaching, learning, and performance.
5. Communication Skills: Ability to use appropriate language, speak and write with clarity, use standard English in writing and speaking; the demonstration of good listening and interpersonal skills.
6. Social/Cultural Skills: The belief that all students can learn and the relevant social and cultural skills for a diverse environment; tolerant, fair, and culturally appropriate behavior.
7. Technology: The ability to infuse appropriate technology into professional practice.
8. Reflection: The ability to use self-reflection and problem-solving for improvement and personal and professional growth.
9. Collaboration: The ability to work cooperatively with peers/colleagues, parents, the community, and other entities.

10. Planning: The basic skills of planning instruction/services to meet the needs of diverse populations; the ability to design and implement effective strategies that positively impact student learning.
11. Managing: The basic skills of management in diverse settings.
12. Resourcefulness: The skills in locating and utilizing relevant resources at the local, state, regional, national, and international levels.

While revising our program of study, a review of leading institution's programs of study including, University of Alabama, University of Mississippi, University of Florida, and Boise State University. Feedback from our Teacher Education Council, an advisory board of faculty and P12 teacher, was used to make curriculum changes for the program modification. Completer survey data was also reviewed from first- and third-year teachers to identify areas of need in program modifications.

1. This program change will not alter how we meet local, state, regional, and national educational and cultural needs.
2. This program change will not result in duplication in the system.
3. This program change will advance student diversity within the discipline.
4. This program change will result in an increase in the potential placement of graduates.
5. The program change will not result in an increase in the potential salaries of graduates.

4. SUPPORT- See attached letters of support.

5. PROPOSED 4-LETTER ABBREVIATION: EXED CIP 131099

6. Effective Date- August 2025.

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education and Leadership
P.O. Box 9705
175 President Circle
Allen Hall, Room 310
Mississippi State, MS 39762
P. 662.325.3747
F. 662.325.7857

Nov. 20, 2024

TO: **Box Council and University Committee on Courses Curricula**

FROM: **Stephanie M. Lemley, Elementary Education Undergraduate Coordinator, Department of Teacher Education and Leadership**

RE: **Bachelor of Science Special Education**

Dear Box Council and UCCC Members,

The Elementary Education faculty offers this letter of support for the addition of RDG 3223: Diagnosing and Assessing Reading Difficulties in Children and RDG 3413: Middle Level Literacy I. As indicated by the signatures below, we support the proposal as written for submission to the Box Council and the UCCC.

Thank you,

Dr. Kenneth Anthony

Netasha Cummings
Netasha Cummings, Nov 20, 2024 07:24 CST
Ms. Netasha Cummings

Kristin Javorsky
Kristin Javorsky, Nov 24, 2024 13:21 CST
Dr. Kristin Javorsky

Shenika Kendrick
Dr. Shenika Kendrick

Stephanie Lemley
Stephanie Lemley, Nov 22, 2024 12:59 CST
Dr. Stephanie Lemley

Nicole Miller
Nicole Miller, Nov 24, 2024 05:42 CST
Dr. Nicole Miller

Tiffiney Atterberry, Nov 25, 2024 09:33 CST
Mrs. Tiffiney Atterberry

Tania Hanna, Nov 21, 2024 11:26 CST
Dr. Tania Hanna

LaMareshia Johnson, Nov 21, 2024 [illegible]
Mrs. LaMareshia Johnson

Dr. Jeffrey Leffler

Dr. Gail Lindsey

Angela Mulkana
Angela Mulkana, Nov 25, 2024 11:01 CST
Dr. Angela Mulkana

MISSISSIPPI STATE UNIVERSITY

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November 20, 2024

TO: Box Council and UCCC Committee Members

Rebecca Robichaux-Davis
Rebecca Robichaux-Davis (Nov 22, 2024 10:34 CST)
Dr. Rebecca Robichaux-Davis

Brittney P. Rye
Brittney P. Rye (Nov 22, 2024 07:12 CST)
Mrs. Brittney Rye

Sarah Salisbury (Nov 26, 2024 12:35 CST)
Mrs. Sarah Salisbury

Kim Smith
Kim Smith (Nov 25, 2024 13:12 CST)
Dr. Kimberly Smith

Michelle Stubbs (Nov 22, 2024 11:11 CST)
Mrs. Michelle Stubbs

Ursula Wilson
Ursula Wilson (Nov 22, 2024 15:02 CST)
Dr. Ursula Wilson

Ruiping Yuan
Ruiping Yuan (Nov 22, 2024 12:43 CST)
Mrs. Ruiping Yuan

Dr. Ksenia Zhbanova

MISSISSIPPI STATE UNIVERSITY.

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March 1. 2025

Dr. Anthony,

The special education faculty are writing to express our support for the modification of the undergraduate Special Education degree program. We recognize the growing demand for qualified professionals in special education. The need for well-trained educators who possess advanced knowledge and skills in catering to the diverse needs of students with disabilities is more pressing than ever. We believe that modifying the program of study to the most current content aligned with best practices will not only meet this demand but also contribute significantly to the academic excellence and social impact of our university.

MSU and the College of Education have a commitment to fostering inclusive education, and the introduction of a Special Education master's degree program aligns with this mission. By offering the most current best practices through our course content in special education, we will be equipping educators with the necessary tools to address the unique challenges faced by students with diverse learning needs.

The new courses that will be developed for this program will include:

- EDX 3133 Special Education Law
- EDX 4003 Early Intervention Birth to Three
- EDX 4223 Transition and Collaboration
- EDX 4513 Remedial Reading Methods
- EDX 4523 Remedial Math Methods

The courses we will be only updating to reflecting current best practice:

- EDX 3213 Foundations of Special Education
- EDX 3203 Inclusive Practices in Special Education
- EDX 3223 Positive Behavior Supports and Intervention
- EDX 3233 Intensive Behavioral Supports
- EDX 4103 Systematic Instruction
- EDX 4113 Pre-K Methods
- EDX 4413 Family and Professional Partnerships
- EDX 4613 Adaptability and Mobility for students with Extensive Support Needs

We appreciate your consideration of this proposal, and I look forward to seeing the positive impact of this program on our institution and the broader field of education.

Thank you,

Kellie Fondren
Kellie Fondren (Mar 11, 2025 11:38 CDT)

Hyojong Sohn
Hyojong Sohn (Mar 11, 2025 12:05 CDT)

Patricia Hampshire
Patricia Hampshire (Mar 11, 2025 11:46 CDT)

Breana Jamison
Breana Jamison (Mar 11, 2025 20:23 CDT)

Zhiaao Liang

Letter of support_UG program mod_sped faculty - Copy-2

Final Audit Report 2025-03-12

Created:	2025-03-11
By:	Kellie Fondren (pkb22@msstate.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA7eEpuVKpliS9c43kptw3L2P9-GF_Wgtg

"Letter of support_UG program mod_sped faculty - Copy-2" History

Document created by Kellie Fondren (pkb22@msstate.edu)
2025-03-11 - 4:35:51 PM GMT

Document emailed to Kellie Fondren (pkb22@msstate.edu) for signature
2025-03-11 - 4:37:45 PM GMT

Document e-signed by Kellie Fondren (pkb22@msstate.edu)
Signature Date: 2025-03-11 - 4:38:14 PM GMT - Time Source: server

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2025-03-11 - 4:38:16 PM GMT

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2025-03-11 - 4:46:22 PM GMT

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Signature Date: 2025-03-11 - 4:46:44 PM GMT - Time Source: server

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2025-03-11 - 4:46:50 PM GMT

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2025-03-11 - 5:04:15 PM GMT

Signer hsohn@colled.msstate.edu entered name at signing as Hyojong Sohn
2025-03-11 - 5:05:29 PM GMT

Document e-signed by Hyojong Sohn (hsohn@colled.msstate.edu)
Signature Date: 2025-03-11 - 5:05:31 PM GMT - Time Source: server

Document emailed to zliang@colled.msstate.edu for signature
2025-03-11 - 5:05:33 PM GMT

Email viewed by zliang@colled.msstate.edu
2025-03-11 - 5:32:05 PM GMT

Signer zliang@colled.msstate.edu entered name at signing as Zhigao Liang
2025-03-11 - 5:34:01 PM GMT

Document e-signed by Zhigao Liang (zliang@colled.msstate.edu)
Signature Date: 2025-03-11 - 5:34:03 PM GMT - Time Source: server

Document emailed to Breana Jamison (bjj79@msstate.edu) for signature
2025-03-11 - 5:34:05 PM GMT

Email viewed by Breana Jamison (bjj79@msstate.edu)
2025-03-12 - 1:23:21 AM GMT

Document e-signed by Breana Jamison (bjj79@msstate.edu)
Signature Date: 2025-03-12 - 1:23:35 AM GMT - Time Source: server

Document emailed to Brecken Chesser (ber45@msstate.edu) for signature
2025-03-12 - 1:23:37 AM GMT

Email viewed by Brecken Chesser (ber45@msstate.edu)
2025-03-12 - 3:39:03 PM GMT

Document e-signed by Brecken Chesser (ber45@msstate.edu)
Signature Date: 2025-03-12 - 3:39:16 PM GMT - Time Source: server

Agreement completed.
2025-03-12 - 3:39:16 PM GMT

INTENT TO OFFER AN EXISTING DEGREE PROGRAM BY DISTANCE LEARNING

Institutional Request Form – Appendix 10
(Submit in PDF format with signatures.)

Institution:	Mississippi State University
Date of anticipated implementation:	August 2025
Program title(s) as it appears on Academic Program Inventory, Diploma, and Transcript:	Special Education
Degree(s) awarded:	Bachelor of Science in Special Education
Six-digit CIP code, IHL sequence code:	13.1001
Total credit-hour requirement:	123
Cost to offer by distance learning:	$65,000
Responsible academic unit:	Teacher Education and Leadership
Institutional contact:	Kellie Fondren
Phone:	662-325-7106
Email:	pkb22@msstate.edu
List any institutions within the State offering similar programs:	University of Mississippi University of Southern Mississippi Jackson State University
Can this program be completed entirely online?	☐Yes ☒No
Will this program require separate admission from those offered on campus?	☐Yes ☒No

Number of students enrolled in last 5 years:		Number of graduates in last 5 years:	
Year 1	2024 - 116	Year 1	2024 - 14
Year 2	2023 - 136	Year 2	2023- 29
Year 3	2022 - 165	Year 3	2022 - 26
Year 4	2021 - 180	Year 4	2021 - 21
Year 5	2020 - 185	Year 5	2020 - 22
Total	782	Total	112

Program Summary:

The Bachelor of Special Education equips teacher candidates with the knowledge and skills to develop and maintain a classroom appropriate to meet the individual academic, behavior, and social needs of students. The curriculum includes field experience in early childhood, elementary, and secondary classrooms, a culminating 16-week internship in a k-12 classroom. Teacher candidates also focus elective courses to gain knowledge and skills to add endorsements in chosen content areas. The flexibility in campus offerings allows the program to better meet students' needs and provide quality teacher preparation through real world application, collaboration, and technology enhanced instruction. The modifications will provide opportunity to align and strengthen the College of Education's outcomes for students completing our program.

Chief Academic Officer Signature – Date

Institutional Executive Officer Signature – Date