B.S.E. in Special Education 2018-2019

Program Goals

The Inclusive Education and Clinical Program's Special Education Bachelor's in Special Education program leading to initial license prepares special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.

Program objectives include the preparation of future special educators to (based on Council for Exceptional Children standards):

- 1. Understand the individual development and differences of learner's with exceptionalities and apply this knowledge to instructional design and implementation,
- 2. Create individualized, inclusive, safe, and culturally responsive learning environments,
- 3. Design, modify, and adapt curricula to meet the goals of students,
- 4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress,
- 5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities,
- 6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and
- 7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.

The special education program monitors progress across one year of coursework, one year of internship and post internship. Critical course assignments and access points have been identified and are used to advise students with their progress toward becoming special education teachers. The program blocks for quality assurance is as follows:

Objectives	Assessment	Changes	Assessment
		Made/Planned	Made/Planned
1. Understand the	2017-2018		
individual development	100% of	With the spring	We have
and differences of	graduates	internship research	incorporated an
learner's with	passed:	project, candidates	observational tool
exceptionalities and	5354	will collect data on	in the internship
apply this knowledge to		student performance	semester to
ID and implementation,	2018-2019	related to a specific	strengthen
2. Create individualized,	100% of	learning goal. Such	candidates' ability
inclusive, safe, and	graduates	data will be graphed	to identify
culturally responsive	passed:	and monitored daily	student/classroom
learning environments,	5354	and/or weekly.	environment
3. Design, modify, and		Data will be used to	strengths/needs.
adapt curricula to meet	All 2019	inform instructional	
the goals of students,	graduates with	decisions.	
4. Effectively and without	GPAs of 3.0+	Mentors may not be	
bias assess		offering opportunities	

students with	graduates passed	families and	
exceptionalities, as well	key assignments	participating in	
as their progress,	across	school activities	
Identify, adapt, and	coursework	beyond the	
implement evidence-		classroom. In the	
based instructional		August mentor	
strategies to advance the		meeting we will	
learning of students with		brainstorm	
exceptionalities,		opportunities for	
Use professional ethical		candidate/parent	
standards, support		communication.	
other's use of these			
standards, and continue		2019-2020	
to develop professional		Create Shared	
knowledge and		fieldwork hours	
practices, and		between ABA	
Collaborate with		course/ Assessment	
families, individuals			
with exceptionalities,		2019-2020	
other school		Identify opportunities	
professionals, and		within courses to	
±		build content on	
providers to address the		characteristics of	
needs of individuals with		students with high	
exceptionalities.		incidence disabilities	
•		and EBD	
	as their progress, Identify, adapt, and implement evidence- based instructional strategies to advance the learning of students with exceptionalities, Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the	students with exceptionalities, as well as their progress, Identify, adapt, and implement evidence- based instructional strategies to advance the learning of students with exceptionalities, Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with	students with exceptionalities, as well as their progress, Identify, adapt, and implement evidence- based instructional strategies to advance the learning of students with exceptionalities, Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities. graduates passed key assignments across coursework beyond the classroom. In the August mentor meeting we will brainstorm opportunities for candidate/parent communication. 2019-2020 Create Shared fieldwork hours between ABA course/ Assessment 2019-2020 Identify opportunities within courses to build content on characteristics of students with high incidence disabilities