B.S.E. in Special Education 2017-2018

Program Goals
The mission of the special education program is to provide scholars with the applied knowledge and skills to teach people with disabilities across the lifespan. Furthermore, the special education program promotes inclusive practices across all educational settings.
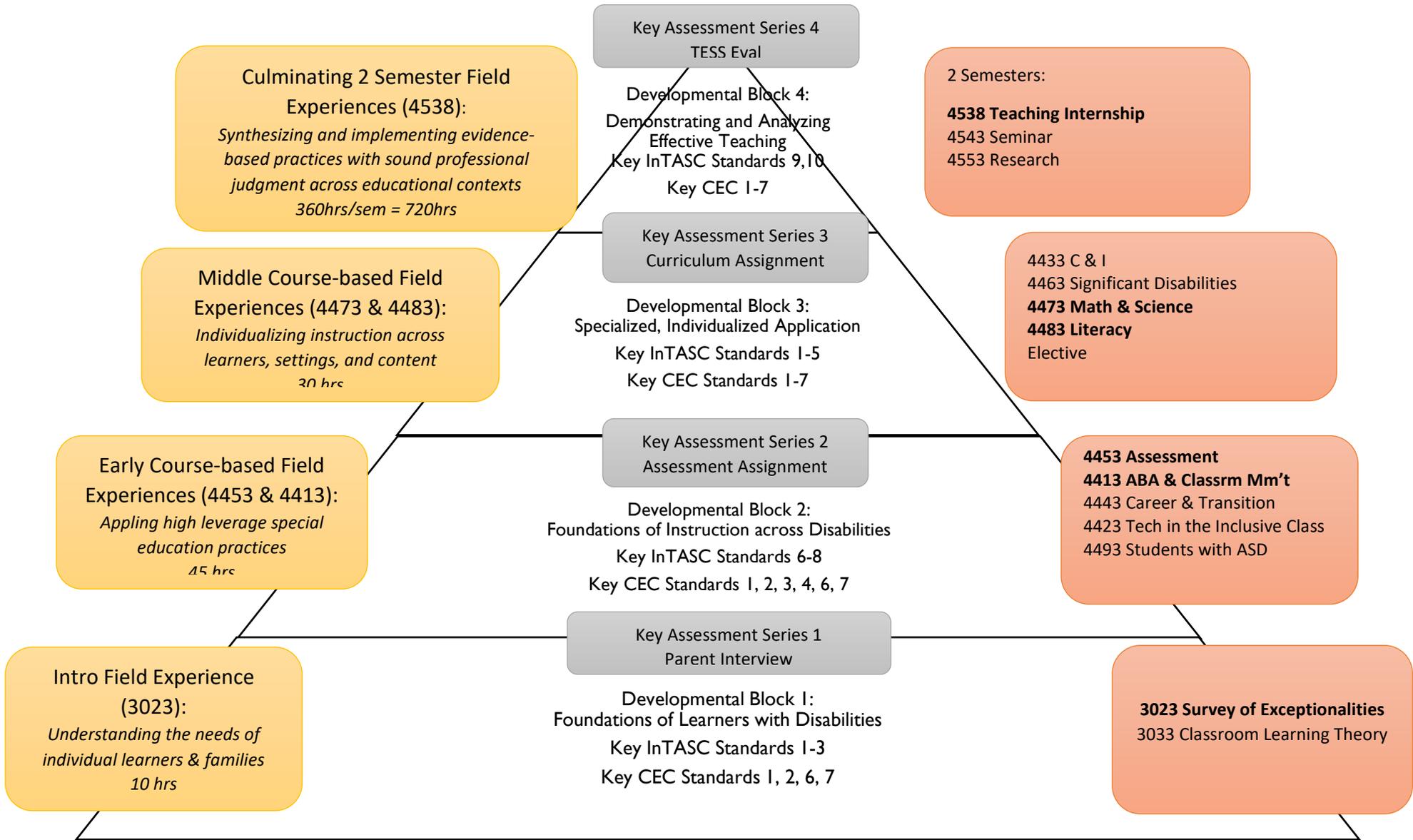
The special education program aligns with the CEC, CAEP and TESS standards. The goals are as follows:

Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)
1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

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:

Program Blocks for Special Education – BSE

Key Assessment Series 4
TESS Eval

Developmental Block 4:
Demonstrating and Analyzing
Effective Teaching
Key InTASC Standards 9,10
Key CEC 1-7

Culminating 2 Semester Field
Experiences (4538):
*Synthesizing and implementing evidence-
based practices with sound professional
judgment across educational contexts*
360hrs/sem = 720hrs

2 Semesters:

4538 Teaching Internship
4543 Seminar
4553 Research

Key Assessment Series 3
Curriculum Assignment

Developmental Block 3:
Specialized, Individualized Application
Key InTASC Standards 1-5
Key CEC Standards 1-7

Middle Course-based Field
Experiences (4473 & 4483):
*Individualizing instruction across
learners, settings, and content*
30 hrs

4433 C & I
4463 Significant Disabilities
4473 Math & Science
4483 Literacy
Elective

Key Assessment Series 2
Assessment Assignment

Developmental Block 2:
Foundations of Instruction across Disabilities
Key InTASC Standards 6-8
Key CEC Standards 1, 2, 3, 4, 6, 7

Early Course-based Field
Experiences (4453 & 4413):
*Appling high leverage special
education practices*
45 hrs

4453 Assessment
4413 ABA & Classrm Mm't
4443 Career & Transition
4423 Tech in the Inclusive Class
4493 Students with ASD

Key Assessment Series 1
Parent Interview

Developmental Block 1:
Foundations of Learners with Disabilities
Key InTASC Standards 1-3
Key CEC Standards 1, 2, 6, 7

Intro Field Experience
(3023):
*Understanding the needs of
individual learners & families*
10 hrs

3023 Survey of Exceptionalities
3033 Classroom Learning Theory

Key Assessment Series 1

3023 Survey of Exceptionalities
  Parent Interview
  Disability experience online assignment
3033 Classroom Learning Theory

Key Assessment Series 2

4453 Assessment of Students with Disabilities
  IEP Planning & Development
  Assessment

4413 ABA & Classroom Management
  Behavior Chance Project
  Progress Monitoring and Data Collection

4443 Career Development and Transition Planning
  Transition Plan
  Community Resource Mapping
  Self-Determination Across the School-years

4423 Technology in Inclusive Classes
  Case study
  Collaborative planning for assistive technology

4493 Introduction to Students with ASD
  Parent Interview – MCHAT Screening
  Autism Program Environment Rating Scales
  CAPS
  Considering Culture
  Antecedent Based Interventions

Elective

Key Assessment Series 3
4433 Curriculum Development & Instructional Planning
  C&I Collaboration
  Teacher Disposition Self-Assessment
  Assessment tied to curriculum and instruction

4463 Teaching Students with Significant Disabilities
  Design of EBP Implementation in Inclusive Settings
  Controversial Issues in Special Education

4473 Teaching Math & Science for Students with Disabilities
  Differentiating Instruction
  Teaching science in LRE
  Teaching math in LRE

4483 Teaching Literacy Skills for Students with Disabilities
  Screening, assessment, instruction, and progress monitoring
  Parent newsletter
  Literacy Project

Key Assessment Series 4

Seminar

Internship

Research

Assessment Plans for the 2017-18 school year are as follows:

Data or Evidence Reviewed	Identified Areas for Improvement if Necessary	Proposed Changes if Any	Lessons learned	Description of Process for Changes and Timeline	Person Responsible
May 7, 2018	Collect data for candidate impact on student growth	-candidates demonstrate collection and analysis of student data -internship faculty supervisors collect internship data on student performance -collect reflection data -collect student data and evaluated student growth	-Multiple observers (how many times, who is coming, feedback) -Process for evaluation	During the evaluation of disposition in final semester, program faculty will review student portfolios and impact on student learning. In Math and Science course and Reading course students will complete pre/post test of learning.	
May 7, 2018	Diversity beyond disability	-internship/field experience placements -disproportionality (assessment, behavior, inclusion, seclusion/restraint, identification) -issues of poverty and rural communities	-Placements with diverse demographics -Emphasis on topics in courses/seminar -Selecting books for group readings/review	Included in the following courses: Assessment Severe Disabilities ABA for Teachers Transition ASD	
May 7, 2018	Integration of technology	-two key assessment across programs include integration of technology -use Excel to collect data and analyze -use technology to support communication/learning -make explicit integration of technology across coursework: Severe Disabilities, ABA, Assessment, Assistive Technology	-Emphasizing use of technology in courses, so students can apply use in the field	Key assessments will be reviewed for inclusion of transition in fall 2018. Courses to integrate technology into key assessments: - Assessment - Assistive Technology - Severe Disabilities - ABA for Teachers	