



**Bachelor’s in Special Education (SPEDBS)
2019-2020 Program Assessment**

Program Goals and Objectives

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.

Objectives	Assessment	Changes Made/Planned	Assessment Made/Planned
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	2018-2019 100% of graduates passed 5354 Special Education Praxis Test by May 2020 2019-2020 17/18 graduates passed 5354 Special Education Praxis Test 2019-2020 18/18 graduates passed	Introduction to ASD course expanded to include students with high incidence disabilities more broadly. This change allowed for increase of content on needs of students with emotional and behavior disabilities, as well as learning disabilities. Courses re-	HLP data continues to be used for ongoing program evaluation. Planning for special education specific exit survey and employer survey



<p>learning environments,</p> <ol style="list-style-type: none"> 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. 	<p>Praxis 5511 – Fundamental Subjects</p> <p>All 2020 graduates with GPAs of 3.0+</p> <p>All 2020 graduates passed key assignments across coursework</p>	<p>sequenced to allow for a single day of fieldwork to ease logistic issues for students.</p> <p>ABA for Teachers will incorporate content on diverse populations</p> <p>Technology was identified as a gap. A session on Google Classroom developed by Dr. Derreck Mears was added to Math and Science course</p> <p>Literacy courses were realigned and additional supports created to ensure students understood well the Fundamentals of Reading</p>	
---	--	--	--