

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:

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

<p>individualized needs of students with exceptionalities, as well as their progress,</p> <p>5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities,</p> <p>6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and</p> <p>7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.</p>	<p>All 2019 graduates passed key assignments across coursework</p>	<p>for engaging with families and participating in school activities beyond the classroom. In the August mentor meeting we will brainstorm opportunities for candidate/parent communication.</p> <p>2019-2020 Create Shared fieldwork hours between ABA course/ Assessment</p> <p>2019-2020 Identify opportunities within courses to build content on characteristics of students with high incidence disabilities and EBD</p>	
--	--	--	--