

Bachelor of Science in Special Education Degree Program

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrate mastery of the content of the special education undergraduate degree program including, but not limited to history, philosophy, theories, legal and ethical practices, service delivery, curriculum and instruction</p>	<p>Data will be collected at admission to student teaching through <i>PRAXIS I: Pre-Professional Skills Assessment, PRAXIS Principles of Learning and Teaching, and PRAXIS II Specialty Area: Education of Exceptional Students: Core Content Knowledge</i>. Data will be collected at the end of the program through an electronic folio which addresses all 10 standards of the <i>Council for Exceptional Children (CEC)</i>, the special education accrediting body. The curriculum committee will review trends in data.</p>	<p>Fall 2005 data were collected through traditional portfolios. Transition to electronic portfolios was begun in spring 2006. Preliminary data from the electronic portfolio trends suggested that candidate knowledge of legal and ethical practices and of cultural diversity was shallow. The committee suggested that additional course content was needed to boost these areas.</p> <p>Although portfolios were used in previous semesters, they were in a different format and results are difficult to compare. Portfolio responses in previous years were lacking in detail and hard to quantify. The new format uses more specific questions to elicit the information missing in previous portfolio attempts.</p>	<p>Additional course content is being added to CSP 348* and CSP 344* to enhance these content areas. Each revised syllabus will have specific diversity statements with outcomes. CSP 344 will include a component on ethical issues related to the CEC Code of Ethics.</p>
<p>Demonstrate the skills to plan and implement instruction for individuals with exceptional learning needs in a variety of classroom settings</p>	<p>Data will be collected in methods classes (CSP 387*, 347*, 386*, 496*) in the form of lesson plans, unit plans, and observations. Each will be</p>	<p>Methods instructors in the fall 2005 semester reported that while candidates demonstrated an ability to plan sequentially and adapt</p>	<p>The instructor in CSP 388 added hands on “make and take” sessions to help candidates expand their abilities to create materials to motivate</p>

	<p>evaluated with a rubric. Methods instructors will evaluate trends in observations.</p>	<p>instruction, they were weak in the creative use of activities and materials to enhance instruction. These results were consistent with those from student teachers in the last few years as training shifted to standards based teaching in elementary classrooms. The committee suggested that emphasis in CSP 388* (a course only offered in the spring) be shifted to include a focus on teacher made and adapted materials. The lesson plans and units developed later in the spring 2006 semester showed improvement in the variety of materials and methods employed as measured in observations and lesson plan review.</p>	<p>student.</p>
<p>Demonstrate the skills to measure student achievement and adjust instruction for maximum impact on student achievement through special education services</p>	<p>Data will be collected in CSP 345, <i>Curriculum Based Assessment</i>, and in field based methods classes (CSP 347, 387, 386, and 496). In each class, candidates will assess students; plan instruction based on the assessment; measure outcomes of instruction; and adjust instruction based on outcome assessment. Data will be collected from lesson plans and reflections. Each will be evaluated with a rubric. Methods instructors will evaluate trends from submitted lesson plans and structured observations.</p>	<p>Methods instructors reported inconsistent application of assessment in lesson plans. Cooperating teachers in the field are less rigorous in daily assessment and do not monitor this as closely as they do other elements of teaching. For several years, candidates have reported that field supervisors do not engage in daily assessment of specific skills, nor do they assess individual lesson plans. The curriculum committee members are committed to the idea that novice teachers must assess daily to ensure outcomes. The committee suggested that university supervisors monitor these practices carefully and</p>	<p>Field supervisors are conferencing about how to best improve practice.</p>

		give frequent feedback.	
Demonstrate the candidate's commitment to the special education profession and to lifelong learning by documenting participation in professional development activities	Data will be collected in CSP 348, CSP 388, and CSP 386, each of which has professional development as a course requirement. In each course, candidates must document the number of hours and types of experiences engaged in for professional development, and reflect on experiences. In CSP 386, candidates must set professional goals and track progress toward these goals. Instructors will report to the curriculum committee on the variety and quality of professional development activities.	Methods instructors reported an increase in the number and kinds of professional development activities in which students were engaged. In previous years, professional development activities tended to be limited to club meetings and professional development available on campus. This year, in addition to local options, professional development activities included a national conference and two special events in the disability community in Greenville. The committee noted that this trend is a result of instructors proactively seeking opportunities and making these known to the candidates. In previous years	Instructors continue to seek opportunities to provide a variety of professional experiences.

*The following titles are provided for referenced courses.

- CSP 344 – Assessment of Students with Special Needs
- CSP 347 – Special Education Practicum
- CSP 348 – Collaborative Partnerships in Special Education
- CSP 386 – Special Education Practices and Procedures
- CSP 387 – Secondary Level Methods and Practicum in Special Education
- CSP 388 – Education of the Elementary Level Mild/Moderate Disabled Student
- CSP 496 – Directed Teaching in Special Education