

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Science in Special Education

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Special Education effective fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Background

UVU's proposed BS in Special Education is in response to a pressing need for qualified special education teachers in its service area, as well as across the state and nation. The proposed degree meets Utah State Office of Education requirements for licensure in K-12 Special Education in mild/moderate disabilities. Through electives, students could choose to specialize in Secondary Special Education Mathematics or Autism Studies (UVU is home to a recently-approved center and minor in Autism Studies). Students could also apply electives toward a dual license in Special Education and Elementary Education (K-6) or Secondary Education.

With some key recent hires, UVU now has three full-time faculty members with backgrounds in Special Education and Autism Studies to support the proposed BS degree. These specialists, along with other faculty from the UVU School of Education and College of Humanities and Social Sciences, provide the team needed to offer the required and elective courses through the first three years, after which it is anticipated an additional full-time faculty member will be hired. Otherwise, existing staff, library and information resources, and funding are sufficient to offer the proposed degree.

The proposed 122-credit BS in Special Education includes 36 credit hours of general education, 16 credit hours in the pre-professional emphasis, 58 upper-division credit hours in the special and general education program, and 12 elective credit hours. Eleven new Special Education courses would be developed for the proposed degree. Admission criteria for UVU's proposed Special Education program are the same as the University's current Elementary Education program, including required standardized test scores, a grade point average of 3.0 or higher, an interview, and completion of general education and pre-professional courses. The UVU School of Education is nationally accredited by the Council for Accreditation of Educator Preparation (CAEP), and the proposed BS in Special Education has been designed to meet CAEP standards, Utah State Office of Education standards, Utah Effective Teaching standards, and Council for Exceptional Children Initial Level Special Educator Preparation standards.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. Chief academic officers and appropriate faculty have reviewed and are supportive of Utah Valley University's request to offer a BS in Special Education, with several suggestions from the Utah System of Higher Education peers being incorporated into the UVU proposal. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Science in Special Education.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Utah Valley University
Bachelor of Science in Special Education**

Section I: The Request

Utah Valley University (UVU) requests approval to offer a Bachelor of Science (BS) in Special Education effective in fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Section II: Program Description

Complete Program Description

The Professional Special Education Teacher Education Program at Utah Valley University is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in Special Education programs grades K-12. Students successfully completing the Teacher Education Program graduation and licensure requirements will receive a BS in Special Education and a Level I Utah Professional Teaching License. Through electives, students can choose to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics. Additionally, students can choose to earn a dual license in Special Education and Elementary Education grades K-6 or Secondary Education. To continue in the Teacher Education Program, students are expected in all coursework to maintain all program standards. They must maintain expected levels of competence in fieldwork and student teaching placements with all course grades at or above a B- and a program GPA of 3.00 or higher. In addition, teacher candidates are expected to adhere to standards of personal integrity, responsibility, and citizenship commonly expected of professional educators.

Purpose of Degree

The proposed Bachelor of Science in Special Education would support UVU and USHE in fulfilling their mission to promote student success and meet regional education needs. The overall goal of the BS in Special Education is to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in Special Education programs grades K-12. Based on principles from the Teacher Education Accreditation Council standards, Council for Accreditation of Educator Preparation standards, Utah Effective Teaching standards, and Council for Exceptional Children Initial Level Special Educator Preparation standards, expected outcomes for graduates include: (1) demonstrate understanding of learning development and meet the needs of individual learning differences; (2) work with learners to create a safe, inclusive, culturally responsive, and motivating learning environment; (3) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline; (4) use multiple methods of assessment in making educational decisions; (5) use a repertoire of evidence-based instructional strategies as they plan and design instruction; (6) continually reflect and evaluate professional learning and ethical practices; and (7) collaborate with learners, families, colleagues, related service providers, and community members to build a shared vision.

Institutional Readiness

The proposed Bachelor of Science in Special Education would be supported by the existing administrative structures in the School of Education and the College of Humanities and Social Sciences. New

organizational structures would not be necessary to deliver the program. The new program would impact other programs at UVU positively. The BS in Special Education would be an excellent pairing for any related programs at UVU. For example, through electives, students could choose to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics. Additionally, students could choose to earn a dual license in Special Education and Elementary Education grades K-6 or Secondary Education. The courses would be delivered on campus and face-to-face, with some materials and activities online through Canvas requiring some Internet access.

Departmental Faculty

The current team employed in the School of Education and College of Humanities and Social Sciences would cover the required classes and electives until year three. One new Elementary Education faculty for the foundational courses would be hired by the third year. UVU currently employs two faculty qualified to teach courses in special education, which would be housed in the Elementary Education Department in the School of Education: Dr. Nichole Wangsgard, Associate Professor of Education, and Kristin Wright, Lecturer. Dr. Wangsgard earned a Doctorate in Special Education and Ms. Wright holds a Master of Special Education. The College of Humanities and Social Sciences recently hired Dr. Francine Baffa who earned a Doctorate in Autism and Intellectual Disabilities. Dr. Baffa was hired with the expectation to teach special education courses for the School of Education, as well as courses in the College of Humanities and Social Sciences. With three qualified faculty currently employed, UVU would not need to hire additional faculty for the first years.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	9	1	10
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	3		3
With Master’s Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	6		6
With Bachelor’s Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

Part-time Non-Tenured	6		6
Total Headcount Faculty in the Department			
Full-time Tenured	9	1	10
Full-time Non-Tenured	8		8
Part-time Tenured			
Part-time Non-Tenured	15		15
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	27.20	2.13	29.33

Staff

Offering a Bachelor of Science in Special Education would not change staffing needs at UVU.

Library and Information Resources

Offering a Bachelor of Science in Special Education would not result in the need for additional library and informational resources at UVU. The School of Education works closely with the library to provide sufficient resources for students and professors. There are currently plenty of resources to serve the needs of students enrolling in the new program. For example, there is full-text access to the journals titled *Learning Disabilities Research and Practice* and *Journal of Applied Behavior Analysis*. Also, there are current books and media resources available, such as the book titled *Learning Disabilities: From Identification to Intervention* and the DVD titled *Understanding Learning Disabilities*.

Admission Requirements

In order to meet the admission requirements for the Special Education Program, students would need to meet the same Matriculation Requirements of the Elementary Teacher Education Program. Admission criteria include:

- PRAXIS II Test 5031 Elementary Education: Multiple Subject
Required scores: Read/Lang Art = 165, Math = 165, Social Studies = 155, Science = 159.
Exam repeatable at \$50 per section only during testing windows.
- ACT or SAT (if Praxis is not passed by application deadline) - ACT composite score of 21 with a Verbal/English score no less than 20 and a Math/Quantitative score no less than 19 or a combined SAT score of 1000 with neither math nor verbal below 450 by program admission deadline
- GPA of 3.0 or higher
- A group interview directed by the Teacher Education Selection and Retention Committee
- General Education and Pre-program coursework

Student Advisement

Academic advising for students majoring in special education would be done by UVU's School of Education academic advisors.

Justification for Graduation Standards and Number of Credits

Graduation requirements for the proposed Bachelor of Science in Special Education would require completion of a minimum of 122 semester credits. These total semester credit hours include the following requirements: General Education (36 credits), Pre-Professional emphasis (16 credits), Electives (12 credits), and Upper Division Special and General Education Program (58 credits). The number of credit hours and the GPA requirements put the proposed BS in Special Education in alignment with the existing UVU Professional Elementary Education major (120 credits), as well as Special Education majors elsewhere in the Utah System of Higher Education. For example, the students must complete 122 credit hours in order to graduate with a BS in Special Education through the University of Utah.

External Review and Accreditation

The UVU teacher education program received national accreditation from the Teacher Education Accreditation Council (TEAC) and Council for Accreditation of Educational Programs (CAEP) in spring 2013. Since the School of Education earned accreditation, the proposed program would be accredited and reviewed during the next audit in 2020. In the next accreditation cycle TEAC will no longer exist. The new program would only be accredited through CAEP-IB (Inquiry brief) pathway.

The proposed program would be prepared for the next review, because the program has been designed to be consistent with national standards for academic content and pedagogical delivery of a major in special education. The program's principal goals are based on the CAEP standards, Utah State Office of Education standards, Utah Effective Teaching standards, and the Council for Exceptional Children Initial Level Special Educator Preparation standards. Additionally, as a member of Council for Exceptional Children and with 14 years of teaching experience in pre-service special education teacher preparation programs, Dr. Nichole Wangsgard has been hired to help create and monitor the new Special Education Program. Recently, she consulted with the Utah State Office of Education regarding the proposed program. After consulting with Travis Rawlings, licensing coordinator, Dr. Wangsgard confirmed that the proposed program is in alignment with the State of Utah licensure requirements in special education. Since the external audit review will happen in 2020, the School of Education's Accreditation Committee meets regularly to monitor teacher education programs and student assessments. Members include the following faculty: Vessela Ilieva, Stan Harward, Parker Fawson, Mary Sowder, Raquel Cook, Mike Patch, Mi Ok Kang, Sandy Jay, Nichole Wangsgard, and Eva Sanchez.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	10	15	20	25
Total # of Declared Majors in Proposed Program	0	10	25	35	45	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (<i>as reported in Faculty table above</i>)	27.20	27.83	28.03	28.87	29.33	29.33
Total Department Student FTE (<i>Based on Fall Third Week</i>)	476	481	489	507	523	527
Student FTE per Faculty FTE (<i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i>)	17.50	17.28	17.45	17.56	17.83	17.97
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

The proposed program would strengthen current programs and courses available at UVU. Through electives, students could choose to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics.

Section III: Need

Program Need

There is a growing demand for a Bachelor of Science in Special Education and jobs for UVU graduates who complete the program. According to the U.S. Department of Education, 12% of students in Utah are identified as having disabilities.⁷ Also, Utah has the second-highest prevalence of autism in the nation (1 in 54), and Utah County has the highest rate in Utah.⁸ Students completing the proposed degree, and selecting the optional autism minor, would be qualified to teach students with autism spectrum disorder. Utah has dealt with the shortage of qualified special education teachers by offering educators an alternative route to licensure. The route gives practicing teachers, without special education degrees, the option of teaching without being highly qualified for three years while they complete special education courses. In 2011, Education Week reported that Utah was one of eight states to receive a rating of “Needs

⁷ <http://eddataexpress.ed.gov/state-report.cfm/state/UT>

⁸ <http://www.cdc.gov/ncbddd/autism/states/addm-utah-fact-sheet.pdf>

Intervention” from the U.S. Department of Education for services in special education as of the 2010-11 school year.⁹ This rating indicates that Utah needs to improve the quality and quantity of professionals and services provided to students with disabilities.

Labor Market Demand

Teachers in special education programs in public schools are required to hold a specialized degree in special education for grades K-12. Teachers receiving the proposed degree from UVU would be qualified for positions with mild/moderate K-12 and special education students in Utah and across the U.S., depending on local requirements. The option to specialize in concentration areas such as Autism Studies or Secondary Special Education Mathematics would provide additional utility for program graduates. Courses included in this degree program would also help prepare those individuals interested in working as paraprofessionals in special education programs. Paraeducators employed in Title I federal programs must complete two years of study at an institution of higher learning, earn an associate’s degree (or higher), or meet a rigorous standard of quality that demonstrates, through a formal assessment, knowledge of and ability to assist in reading, writing, and mathematics instruction.

Projected enrollments of students in neighboring school districts anticipate that the pattern of increasing need to accommodate students with special learning challenges will continue. In 2014, the University of Utah and Utah State University placed 100% of their graduates in special education, illustrating the high market demand for highly-qualified special education teachers from accredited institutions. Also, a unique feature of the proposed UVU Special Education Licensure Program would be the optional specialization in Autism Studies (already in place in UVU’s College of Humanities and Social Sciences). Currently one in 68 students in the U.S. has been identified with autism spectrum disorder (ASD), a number that has been increasing steadily over the past decade.¹⁰ Utah rates of ASD (currently one in 54 children) have been increasing less rapidly than the national average, but still constitute the second highest rates in the nation. Utah County has an ASD rate of one in 40.¹¹ Local school districts are taking note of the high ASD rate and looking for ways to increase their instructional support for these students. Graduates who complete the proposed bachelor’s degree and the optional autism minor would be qualified to teach students with ASD. Additional data on the need for special education teachers can be found on *Teacher-to-Teacher*, a site partnered with the Utah State Department of Education and dedicated to listing current job openings for teachers.¹² These entries show that 158 of the 843, or 18%, of the total number of available teaching positions (as of April 24, 2015) are for special education teachers.

The teacher shortage in special education is compounded when considering the shortage of special education teachers who are trained to teach in programs specializing in autism. The National Assessment of IDEA (Individuals with Disabilities Education Act) reported that finding qualified teachers to work with children and youth with autism is difficult for school districts – 46% of the districts surveyed for this report had shortages.¹³

⁹ http://www.edweek.org/ew/section/infographics/36idea_map.html

¹⁰ <http://www.cdc.gov/ncbddd/autism/data.html>

¹¹ Utah Department of Health, 2013

¹² www.teachers-teachers.com, n.d.

¹³ United States Department of Education, 2011

The EMSI Report (Economic Modeling Specials, Inc.), the Utah Occupational Report, and the U.S. Bureau of Labor Statistics indicate that job prospects should be good for those with training in special education. In Utah, there were 3,037 jobs obtained in 2013 compared to 3,084 in 2014. Regionally (Summit, Utah, and Wasatch counties), there were 511 jobs in 2013 and 519 jobs in 2014, equaling an occupational change of 1.5%. The Utah Occupational Report listed the 2012-2022 employment projections for special education teachers. The Utah Occupational Report also stated that an occupation as a special education teacher (K-12) has a moderate to strong employment outlook in Utah. Nationally, the U.S. Bureau of Labor Statistics reported that the employment of special education teachers is projected to grow 6% from 2012-2022. In May 2014, the U.S. Bureau of Labor Statistics indicated that 431,160 special education teachers were employed nationally, and the mean average wage was \$59,360. In Utah, as of May 2014, the annual mean wage for Special Education Teachers is \$47,040 (Kindergarten and Elementary), \$37,460 (Middle School), and \$49,340 (Secondary). Special education employment growth will be influenced by the continual demand for special education services nationally and by the need to replace teachers who leave the occupation.¹⁴

The Burning Glass Report and the UVU Economic Overview & Program GAP Analysis illustrated that the demand for special education teachers is constant and stable year after year. Over the past five years, job growth has increased small but consistently at 0.1 to 0.2% annually. According to the Burning Glass Report, there were 231 job postings in Utah from May 2014 to April 2015 for special education teachers in K-12 settings. These postings include both new and existing jobs. The UVU Economic Overview & Program GAP Analysis shows that the current number of special education jobs in the UVU service area for 2014 is 527. Between the years 2014 and 2024, this will increase by 84 more special education jobs. In 2019, the job growth will increase small, but yearly and consistently. Each year there is a turnover in special education jobs within districts because of people retiring, moving, etc. These positions will also be open to UVU special education graduates.

Student Demand

Surveys in pre-program EDSP 3400 (Exceptional Student) courses for EDEL and EDSC students were taken during spring 2009, summer 2010, fall 2013, spring 2013, spring 2014, summer 2014, and spring 2015. These surveys asked students if they would be interested in pursuing a licensure program in special education if it were available at UVU. Depending on the semester, between 28% and 70% of the students surveyed indicated interest in a Special Education Program at UVU. In May 2014, in addition to the results of this survey of undergraduate education students, interest from practicing teachers in local school districts in taking the necessary coursework to obtain a special education teaching license was also measured, and 36% of the teachers surveyed were interested in pursuing a Special Education License.

Similar Programs

The following USHE institutions offer a Utah Teaching Certificate in K-12 Special Education: Southern Utah University, Utah State University, University of Utah, and Weber State University. Even though the proposed program is offered at other institutions, discussions with USHE colleagues and K-16 Alliance partnership district leaders indicate that, because of the ongoing need for qualified special education teachers, it would be beneficial for UVU to offer a similar program.

¹⁴ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Special Education teachers, 2015

Collaboration with and Impact on Other USHE Institutions

Dean Parker Fawson presented the proposal of a Bachelor of Science in Special Education at a recent meeting that included the Deans of Education from each institution of higher education in Utah. Dean Fawson received no negative feedback or concerns. Each dean was in agreement that more special education teachers are needed in the state and nation. Also, UVU students prefer to remain in Utah after graduation, and BYU students tend to leave the state when they graduate, which means no negative impact on existing programs in Utah County will be anticipated. Currently, 81% of UVU graduates remain in state, while 49% of BYU graduates leave.¹⁵¹⁶

In May 2015, Dr. Teresa Cardon and Dr. Nichole Wangsgard discussed the new program with similar institutions that focus on teaching (Westminster College, Weber State University, and Southern Utah University). They were very excited that UVU has more options for students interested in becoming special education teachers. In August 2015, Dr. Stan Harward and Dr. Wangsgard presented a draft of the program to Travis Rawlings who is in charge of Utah State Educator Licensing. He echoed the need for special education teachers in Utah. He stated that school districts in Utah are in constant need of qualified special education teachers, and the Utah State Office of Education fully supports a new Bachelor of Science in Special Education.

Benefits

The proposed BS in Special Education would be an important and cost-effective step toward meeting the needs of the Special Education and Autism community and help UVU become a regional leader in this area. Also, the newly-planned Autism Center will offer two autism lab classrooms. One will focus on pre-K-K and the other on grades 1-3. These labs would provide UVU students in the Special Education Program with an authentic and engaged learning experience.

Hands-on experiences embedded in the program would give UVU an advantage in the recruitment of students from the local, regional, and national communities who have an interest in working with students with mild to moderate disabilities (ages five-21), such as specific learning disabilities, behavior and emotional disorders, mild/moderate intellectual and developmental disabilities, and other health impairments.

Consistency with Institutional Mission

The Regents have recognized the distinct mission of Utah Valley University (UVU) as a teaching institution that “provides opportunity, promotes student success, and meets regional educational needs.”¹⁷ This mission is addressed by this proposal for a program designed to meet regional needs for special education teachers in public, private, and charter schools, and especially for teachers in autism programs since the program offers an optional concentration in Autism Studies. This proposal also directly reflects UVU core values as it supports the preparation of educators who will provide “a welcoming and diverse learning environment that embraces all people and transcends differences.”¹⁸ Furthermore, UVU Essential Learning Outcomes emphasize skills central to a BS in Special Education, including: (1) integrative and applied

¹⁵ <http://uvu.edu/graduation/commencement.html>

¹⁶ <http://sas.byu.edu/admissionservices>

¹⁷ United States Office of Education, R312

¹⁸ <http://www.uvu.edu/president/mission/mission.html>

learning (e.g., engage in a wide range of discipline-appropriate experiences and applied learning in practicum placements); (2) intellectual and practical skills foundation (e.g., inquiry and analysis, critical thinking, creative thinking, qualitative and quantitative literacy, verbal/written/digital communication, and information literacy skills); (3) people of integrity (e.g., intercultural knowledge and understanding of a wide range of disabilities); (4) professional competency (e.g., professional competence of council for exceptional children standards and teaming, problem solving, and lifelong learning skills); (5) stewards of place (e.g., civic engagement in the Autism and Special Education community and beyond as well as skills that address issues); and (6) knowledge foundation (e.g., cultural diversity, disability awareness, cross-cultural literacy, and global awareness).¹⁹

Finally, the proposed major would enable UVU to respond to the local and statewide demand for special education teachers and more training in how to meet the needs of students with ASD. Local school districts are taking note of the high ASD rate and looking for ways to increase their instructional support for these students. Students in the proposed Special Education Program would receive formal training in applied behavior analysis (ABA).

Section IV: Program and Student Assessment

Program Assessment

The overall goal of the proposed Bachelor of Science in Special Education is to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special education programs grades K-12. The School of Education Teacher Education Program has completed national accreditation from the Teacher Education Accreditation Council (TEAC) and Council for Accreditation of Educational Programs (CAEP). The proposed program would follow the same assessment methods that have been employed in the School of Education to adjust and strengthen the program and prepare for the next accreditation review in 2020.

The success of the proposed BS in Special Education in meeting its goals and accreditation review needs would be assessed via the following methods:

1. Annual internal review of syllabi to ensure that the Utah Core standards and the Utah Effective Teaching standards are the foundation of coursework.
2. A national external accreditation review every seven years.
3. Annual exit interviews with graduating students who majored in special education.
4. Annual review of the program to be conducted by special education faculty.
5. Review of end of semester student evaluations of special education courses.
6. Annual review of faculty teaching effectiveness and recommendations for improvement provided.

Expected Standards of Performance

The Utah Effective Teaching standards currently used in the UVU School of Education's Elementary and Secondary Education programs would apply to the students in the proposed Bachelor of Science in Special Education. The program would embed the Utah Effective Teaching and the Council for Exceptional

¹⁹ <http://www.uvu.edu/catalog/current/policies-requirements/essential-learning-outcomes.html>

Children Initial Level Special Educator Preparation standards to ensure that graduates are prepared to meet the needs of diverse learners.

The Utah Effective Teaching standards and the Council for Exceptional Children Initial Level Special Educator Preparation standards are as follows:

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Assessment
- Standard 6: Instructional Planning
- Standard 7: Instructional Strategies
- Standard 8: Reflection and Continuous Growth
- Standard 9: Leadership and Collaboration
- Standard 10: Professional and Ethical Behavior
- CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences
- CEC Initial Preparation Standard 2: Learning Environments
- CEC Initial Preparation Standard 3: Curricular Content Knowledge
- CEC Initial Preparation Standard 4: Assessment
- CEC Initial Preparation Standard 5: Instructional Planning and Strategies
- CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice
- CEC Initial Preparation Standard 7: Collaboration

During student teaching and prior to graduation, the proposed program would require that students are effective in the Utah Effective Teaching standards and Council for Exceptional Children Initial Level Special Educator Preparation standards listed above. The standards and indicators of the Utah Effective Teaching standards focus on the measurement of high-leverage instructional activities necessary for effectively teaching the Utah Core standards. These standards were chosen because UVU's teacher preparation programs need to provide evidence that they are including and tracking pre-service teacher competency of these standards.¹⁸

¹⁸ Utah State Office of Education, 2015

By the end of their time at UVU, students majoring in special education should have:

1. Developed an understanding of how cognitive, linguistic, social, emotional, and physical areas of student learning development meet the needs of individual learning differences.
2. Developed an understanding of individual learner differences and cultural and linguistic diversity.
3. Displayed the ability to work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Developed an understanding of the central concepts, tools of inquiry, and structures of the discipline.
5. Learned to apply multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
6. Learned how to plan instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core standards, practices, and the community context.
7. Displayed the ability to use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
8. Displayed the ability to be a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
9. Displayed the ability to be a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
10. Demonstrated the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

The assessment plan would examine student outcomes for majors using the following formative and summative measures.

Formative Measures

1. Grades in prerequisite courses.
2. Grade point averages of graduating seniors in special education courses and all courses.
3. Performance of majors on Special Education Praxis II test which is completed prior to student teaching.

Summative Measures

1. Group interview directed by the Teacher Education Selection and Retention Committee.
2. Summary of scores collected from student teaching classroom observations using the Utah Teaching Observation Tool.
3. End of semester student evaluations of special education and elective courses.
4. Annual exit interviews with graduating students who majored in special education.
5. Alumni surveys that will provide institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$1,626,434	\$13,734	\$1,640,168	\$8,360	\$1,648,528	\$55,512	\$1,704,040
Benefits	\$715,112	\$1,456	\$716,568	\$886	\$717,454	\$31,093	\$748,547
Total Personnel Expense	\$2,341,546	\$15,190	\$2,356,736	\$9,246	\$2,365,982	\$86,605	\$2,452,587
Non-Personnel Expense							
Travel	\$14,075	\$0	\$14,075	\$2,000	\$16,075	\$500	\$16,575
Capital	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$1,000
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$24,532	\$3,000	\$27,532	\$2,000	\$29,532	\$2,500	\$32,032
Total Non-Personnel Expense	\$39,607	\$3,000	\$42,607	\$4000	\$46,607	\$3,000	\$49,607
Total Expense (Personnel + Current)	\$2,381,153	\$18,190	\$2,399,343	\$13,246	\$2,412,589	\$89,605	\$2,509,194
Departmental Funding							
Appropriated Fund	\$2,381,153	\$18,190	\$2,399,343	\$13,246	\$2,412,589	\$89,605	\$2,509,194
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
Total Revenue	\$2,381,153	\$18,190	\$2,399,343	\$13,246	\$2,412,589	\$89,605	\$2,509,194
Difference							

Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$167		\$166		\$165		\$165

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

Funding sources are already in place, and the tuition revenue from the student enrollments in the new courses and additional sections would be sufficient to fund adjunct replacements to backfill the special education faculty and to support one new elementary education faculty for the foundational courses.

Reallocation

N/A

Impact on Existing Budgets

No impact is anticipated on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Bachelor of Science Special Education		
Course Prefix & Number	Title	Credit Hours
General Education Requirements		
GE Core Courses 18 Credits		
ENGL 1010 <u>and</u>	Introduction to Writing <u>and</u> Intermediate	3
ENGL 2010 <u>or</u>	Writing: Humanities/Social Science <u>or</u>	3
ENGL 2020	Intermediate Writing: Science/Technology	
MATH 1050	College Algebra ("C" grade or higher)	4

POLS 1000 <u>or</u> HIST 1700 <u>or</u> HIST 1740 <u>or</u> POLS 1100 <u>or</u> HIST 2700 <u>and</u> 2710	<i>Complete 1 course from:</i> American Heritage <u>or</u> American Civilization <u>or</u> US Economic History <u>or</u> American National Gov <u>or</u> US History to 1877 <u>and</u> US History since 1877	3
PHIL 2050	Ethics and Values	3
HLTH 3100	Health Education For Elementary Teachers	2
Distribution Courses 18 Credits		
Humanities	Choose 1 course listed under Humanities	3
Fine Arts	Choose 1 course from either: *ART 3400 or *THEA 3713 <u>or complete both</u> *MUSC 3400 and *DANC 3400	3 4
PSY 1100	Human Development ("C" grade or higher)	3
Biology	Choose 1 course listed under Biology	3
Physical Science	Choose 1 course listed under Physical Science	3
Biology <u>or</u> Physical Science	Choose 1 course listed under Biology <u>or</u> Physical Science for 3 rd science requirement	3
Sub-Total		36
Pre-Professional Emphasis (Must be completed prior to entering program)		
EDEL 1010	Introduction to Education ("B-" grade or higher)	2
EDSP 3840 (new course)	Instructional and Assistive Technology	2
EDEL 2330	Children's Literature ("B-" grade or higher)	3
EDSP 3400	Exceptional Students ("B-" grade or higher)	2
Math 2010	Mathematics for ELED I ("C" grade or higher)	3 (Math 1050 prereq)
MATH 2020	Mathematics for ELED II ("C" grade or higher)	3 (Math 2010 prereq)
SLSS 120 R	Testing Strategies for Educators	1
Sub-Total		16
Upper-Division Core Education Requirements		
EDEL 3000	Educational Psychology	3
EDEL 443G or EDSC 445G	Teaching English as a Second Language or Multicultural Instruction ESL	3
ELEL 4200	Classroom Management I	1
EDEL 4210	Classroom Management II	1
EDSC 4250	Classroom Management II (Department approval required)	2

EDEL 4400	Literacy Methods I	3
EDSC 4440	Content Area Literacies	3
EDEL 3350 or EDSC 4550	Curriculum Design and Assessment or Secondary Curriculum Instruction and Assessment	3
EDEL 4510	Elementary Math Methods I	3
EDEL 4550	Elementary Math Methods II	3
AUTS 4650	Autism and Applied Behavior Analysis	3
Sub-Total		28
Upper-Division Special Education Requirements (new courses)		
EDSP 4140	Collaboration and Consultation with Parents and School Staff	3
EDSP 4100	Instructional Strategies and Program Management for Students with Mild/Moderate Disabilities	3
EDSP 4110	Special Education Law, Policies, and Procedures	3
Taken Concurrently: EDSP 4130	Math Instruction for Students with Mild/Moderate Disabilities K-12	2
EDSP 4131	Math Practicum	1
EDSP 4160	Assessment and Evaluation in Special Education	3
EDSP 4120	School to Post-School Transition Planning	2
Taken Concurrently: EDSP 4135	Reading and Writing Instruction for Students with Mild/Moderate Disabilities K- 12	2
EDSP 4136	Reading Practicum	1
EDSP 4885	Special Education Student Teaching, Grades K-6	5
EDSP 4895	Special Education Student Teaching, Grades 7-12	5
Sub-Total		30
Electives (12 credits required and below are recommended electives depending on optional specialization track)		
Autism Courses (Lead to Minor Track)		
AUTS 2500	Understanding the Autism Spectrum	3
AUTS 3810	Autism Across the Lifespan I Infants and Children	3
AUTS 3820	Autism across the Lifespan II Teens and Adults	3
AUTS 3850	Autism Assessment and Treatment	3
Education Courses (Lead to Dual License)		
EDEL 2200	Computer Technology in Educ.	2

PETE 2150	Elementary Physical Education SPARK Method	2
Art 3400	Elementary Art Education Methods	3
*If students are interested in a different track, they can choose other approved teacher support concentrations as elective courses (see advisor).		
Sub-Total		12
		122
		Total Credits

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
Math 1050	College Algebra	4
Humanities Distribution		3
EDEL 1010	Introduction to Education	2
Physical Science		3
	Semester total:	15
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
MATH 2010	Mathematics for ELED 1	3
EDEL 2330	Children's Literature	3
PSY 1100	Human Development	3
Biology Distribution		3
	Semester total:	15
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
MATH 2020	Mathematics for ELED II	3
HLTH 3100	Health Education for Elementary Teachers	2
EDSP 3400	Exceptional Students	2
3 rd Science Distribution		3
SLSS 120 R	Praxis Prep	1

Elective 1		3
Elective 2		3
	Semester total:	17
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
US Institutions		3
PHIL 2050	Ethics and Values	3
Fine Arts Distribution		3
EDSP 3840	Instruction and Assistive Technology	2
Elective 3		3
Elective 4		3
	Semester total:	17
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
EDEL 3000	Educational Psychology	3
EDEL 3350 or EDSC 4550	Curriculum Design and Assessment or Secondary Curriculum Instruction and Assessment	3
EDEL 4200	Classroom Management I	1
EDEL 4400	Literacy Methods I	3
EDSP 4100	Instructional Strategies and Program Management for Students with Mild/Moderate Disabilities	3
EDSP 4110	Special Education Law, Policies, and Procedures	3
	Semester total:	16
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
EDSP 4130 and EDSP 4131	Math Instruction for Students with Mild/Moderate Disabilities K-12 and Math Practicum	2 1
EDSP 4160	Assessment and Evaluation in Special Education	3
EDSP 4140	Collaboration and Consultation with Parents and School Staff	3
EDEL 4210	Classroom Management II	1
EDSC 4440	Content Area Literacies	3
EDEL 4510	Elementary Math Methods I	3
	Semester total:	16

Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
EDSP 4135 and EDSP 4136	Reading Instruction for Students with Mild/Moderate Disabilities K-12 and Reading Practicum	2 1
EDSP 4120	School to Post-School Transition Planning	2
EDEL 443G or EDSC 445G	Teaching English as a Second Language or Multicultural Instruction ESL	3
EDEL 4550	Elementary Math Methods II	3
AUTS 4650	Autism and Applied Behavior Analysis	3
	Semester total:	14
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
EDSC 4250	Classroom Management II (Secondary)	2
EDSP 4885 and EDSP 4895	Special Education Student Teaching, Grades K-6 Special Education Student Teaching, Grades 7-12	5 5
	Semester total:	12

Section VII: Faculty

Nichole Wangsgard, Associate Professor

- Ed.D. in Special Education, University of Northern Colorado, Greeley (2008)
- M.A. in Special Education, University of Utah (2002)
- B.S. in Lifestyle Management (Health Education), Weber State University (1996)

Francine B. Baffa, Assistant Professor

- Ph.D. in Autism and Intellectual Disabilities, Columbia University, Teachers College (2006)
- M.A.T. in Elementary/Special Education, Manhattanville College (1989)
- B.A. in English, Cornell University
- Board Certified Behavior Analyst (BCBA) (2004), BCBA-D (2005)

Kristin Wright, Lecturer

- M.Ed. in Special Education, College of New Jersey (1998)
- Certification in Administration Supervision
- B.S. in Elementary Education, Weber State University (1973)