

SPECIAL EDUCATION

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DATA FOR ANALYSIS OF UNDERGRADUATE MAJOR PROGRAMS

Special Education Program October 2007

1. External recognition and measures of quality of the program.

a. accreditation by an external agency or commission (e.g., NCATE for Education programs, AACSB for Business programs, etc.)

- SOE received NCATE accreditation in Spring 2007 with a focused visit scheduled for Spring 2009 to review Standard 2: Assessment
- The Special Education program received full approval by the SPA, Council for Exceptional Children (CEC), in June 2002. The Council for Exceptional Children² renewed its full accreditation in Spring, 2007 based on NCATE accreditation process and approval. Therefore, as long as the Special Education program is regularly reviewed and approved by NCATE, UOG will also have the Council for Exceptional Children accreditation.
- Strengths of program cited in CEC/NCATE report include the following. The program has a very good statement of context that describes and defines the direction of the program. Given the constraints of location and skill level of entering candidates, the faculty is working very hard to move the program forward. The faculty has a sound philosophy developed for the program. There appear to be plans in place to improve both the assessment plan and the curriculum. The field experiences, mentoring of students, diversity of language and skills and the alumni teaching physical education are all positive aspects of the program.

b. awards received by faculty, students, academic student organizations

- Faculty is active in professional organizations, presents at local, state, district, and national conferences.
- Faculty was instrumental in creating a UOG Chapter #1203 of the Council for Exceptional Children. It is a requirement of CEC certification that all special education majors are members of a CEC chapter.
- Faculty are currently participating in a 15 month project sponsored by the Monarch Center (federally funded organization for minority institutions) to evaluate and improve its special education teacher training program to meet the requirements of Highly Qualified Teacher (HQT) and Highly Effective Teacher (HET) under NCLB

c. external reviews

- School of Education hosted an initial NCATE visit during the Fall 2006
- The Special Education program received national recognition in 2002 after an external review conducted by CEC

2. Standard: (a) All course outlines have been revised to reflect both program and course

Student Learning Outcomes and (b) assessment plan in place.

Course and Number	Alignment and Assessment
ED215: Introduction to Exceptional Individuals	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED220: Education Practices in Special Education	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED292: Practicum and Observation	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED310: Remediation of Individuals with Learning Disabilities and Behavior Disorders	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED311: Curriculum for Children and Youth with Disabilities	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED312: Guidance for Exceptional Individuals and Family	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED314: Assessment of Skills for Children and Youth with Special Needs.	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED315: Methods of Teaching Children and Youth with Special Needs	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED343: Career Orientation/Work Study for Exceptional Individuals	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED442: The Special Education Process	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED446: Including Children with Disabilities in the Regular Classroom	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED457: Behavior Modification in the Classroom	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED492: Practicum in Student Teaching	CEC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities

3. Centrality to UOG Mission – Inina, Diskubre, Setbisio (To Enlighten, To Discover, To Serve)

The mission of the University of Guam, a public Land Grant institution, is to provide higher education programs for the people of Guam and the Western Pacific Island communities, including undergraduate programs such as SOE's Special Education program, that build upon the Western Pacific's unique and varied cultural traditions and offer career opportunities together with a fundamental liberal arts education.

4. Support of Strategic Initiatives (Identify which initiatives are supported by your program and explain briefly how by providing specific examples)

A. ACADEMIC QUALITY

- use of LiveText, a web based assessment system, in all Special Education courses
- alignment of all SOE courses to standards: CEC, INTASC, SOE Conceptual Framework, and the Guam Public School System
- successful completion of Praxis I prior to admission to SOE and Praxis II prior to admission to student teaching

B. STUDENT SUCCESS, ENROLLMENT GROWTH AND INSTITUTIONAL VISIBILITY

Special Education Majors by Semester

03	0	04	04	0	05	0	05	0	06	06	O	06	06	0	07	07	07	07	07
/F	3/	/S	/F	4/	/S	5/	/F	5/	/S	/X	6/	/X	/F	6/	/S	/X	/X	/X	/F
A	FI	P	A	FI	P	XI	A	FI	P	A	X	C	A	FI	P	A	B	C	A
											B								

GRADUATES	03/FA	04/SP	04/FA	05/SP	05/FA	06/SP	06/FA	06SP	07FA	08SP
BACHELORS	5	2	1	2	1	2	1	0	3	4

C. LAND GRANT MISSION

- We are a land grant institution that serves the local community

D. COMMUNITY ENGAGEMENT

- The Special Education program has made many strives regarding community outreach and engagement including the following:
 - beginning a Guam chapter of CEC
 - conducting numerous workshops for parents of children with disabilities (CI)
 - presentations to GPSS Academy
 - development and implementation of Summer Special Education Institute for GPSS
 - Field work experiences in GPSS schools

- Student teaching experiences in GPSS
- Service learning experiences

E. INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS

- Adoption of technology and use of LiveText, a web based assessment system in all SOE courses
- Use of LiveText allows faculty to document and report student learning
- All Special Education classes required interaction on a class listserv.
- Increased use of technology facilitates data gathering, collection, and analysis
- use of email allows for an increase in communication between faculty and students outside of class which results in better meeting the needs of students

5. Meeting student and regional needs – List supporting evidence such as collaborative work with other institutions in the region, transfer and articulation agreements, outreach programs, student involvement initiatives, etc.

- Individual Degree Plan (IDP)
- Private school agreements for student teaching and internships
- Work closely with Guam Public School System for alignment of courses and certification requirements

6. Program review

LATEST PROGRAM REVIEW	
Years covered:	2002- 2006
Date completed:	4/21/07
Recommendations	Actions taken-
	1. Approved by SOE
	(Explain if no actions have been taken or describe briefly if actions are still in progress.)
	2. Program Review was submitted to the CPA AAC, but after discussion, the program coordinator decided to resubmit at the end of the Fall 2007 semester to allow more positive data – recent trends showing major growth in program. Program Review was not officially due until end of year.

NOTES: (1) If an outcome is asserted, documentary evidence must be supplied, such as a copy of the Student Learning Outcomes for the program or a copy of the approved assessment plan ... etc.

