



The John Knoblock
Faculty Senate Office
Ashe Administration Building, #325
1252 Memorial Drive
Coral Gables, FL 33146

facsen@miami.edu
web site: www.miami.edu/fs
P: 305-284-3721
F: 305-284-5515

MEMORANDUM

To: Julio Frenk
University President

From: Tomás A. Salerno
Chair, Faculty Senate

Date: April 21, 2016

Subject: Faculty Senate Legislation #2015-36(B) – Reactivate, Restructure and Rename the Master of Science in Education (M.S.Ed.) in Emotional Handicaps/Learning Disability TO M.S.Ed. in Special Education, School of Education and Human Development

The Faculty Senate, at its April 20, 2016 meeting, had no objections to the proposal submitted by the School of Education and Human Development to reactivate, restructure and rename its Master of Science in Education (M.S.Ed.) in Emotional Handicaps/Learning Disability TO a Master of Science in Education (M.S.Ed.) in Special Education, effective Fall 2016. The M.S.Ed. will be renamed to reflect the current terminology used by the Florida Department of Education related to special education.

This legislation is now forwarded to you for your action.


TAS/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
Guillermo Prado, Dean, Graduate School
Isaac Prilleltensky, Dean, School of Education and Human Development
Luciana de Oliveira, Chair, Department of Teaching and Learning

CAPSULE: Faculty Senate Legislation #2015-36(B) – Reactivate, Restructure and Rename the Master of Science in Education (M.S.Ed.) in Emotional Handicaps/Learning Disability TO M.S.Ed. in Special Education, School of Education and Human Development

PRESIDENT'S RESPONSE

APPROVED:  DATE: 5/10/16
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean Isaac Prilleltensky

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

COVER PAGE

Proposal to:

- **Reactivate** the graduate program (Master's of Science in Education; MSED) entitled: *Emotional Handicaps/Learning Disabilities*;
- **Rename** that program *Special Education* so that its name reflects current practice; and
- **Restructure** that program so that its courses, scheduling, and end-of-program options reflect developments in the University of Miami

Submitted by the Department of Teaching and Learning, School of Education and Human Development

Contacts: Luciana de Oliveira, Chair of Teaching and Learning
Email: ludeoliveira@miami.edu
Phone: 305-284-8462

Wendy Morrison Cavendish, Associate Professor
Email: wcavendish@miami.edu
Phone: 305-284-5192



MEMORANDUM

March 29, 2016

TO: Faculty Senate

FROM:

Senior Associate Dean

RE: SEHD approvals of proposal from the Department of Teaching and Learning (TAL) to reactivate, rename, and restructure/update a graduate program (Masters of Science in Education; **MSED**) in Emotional Handicaps/Learning Disabilities

This is to confirm that the TAL proposal to (a) reactivate a previously existing MSED program entitled Emotional Handicaps/Learning Disabilities; (b) rename it Special Education; and (c) restructure that program so that it reflects developments at the University and certification requirement in the State of Florida has been approved as follows:

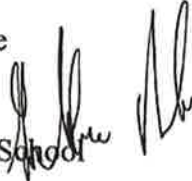
- The proposal was unanimously approved by the faculty in the Department of Teaching and Learning at its meeting of December 2, 2015. I was the Department's Interim Chair at that time.
- The proposal was unanimously approved by the SEHD's graduate-curriculum committee on January 12, 2016. I am Senior Associate Dean for Graduate Studies; hence this committee's work is in my office.
- The proposal was unanimously approved by the SEHD School Council at its meeting of February 8, 2016. I was Dean Prilleltensky's representative at this meeting.
- Since the proposal is to reactivate a previously-existing graduate program, the SEHD School Council determined that the proposal did not require the vote of the full SEHD faculty.



MEMORANDUM

DATE: March 28, 2016

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo Prado 
Dean, The Graduate School

SUBJECT: Reactivation and renaming of the MSED in Special Education

The Department of Teaching and Learning submitted a request to reactivate the MSED in Emotional Handicaps/Learning Disabilities and to rename it the MSED in Special Education. This was discussed at the meeting of the Graduate Council on Tuesday, March 22, 2016, and none of the Graduate Council members expressed concerns.


cc: Isaac Prilleltensky, Dean, School of Education and Human Development
Walter Secada, Senior Associate Dean, School of Education and Human Development
Office of Planning, Institutional Research and Assessment



MEMORANDUM

DATE: March 15, 2016

TO: Dr. Walter Secada
Senior Associate Dean
School of Education and Human Development

FROM: David E. Wiles, Executive Director
Assessment and Accreditation 

SUBJECT: Revision/Renaming of Master of Science in Education (M.S.Ed.) in Emotional Handicaps/Learning Disabilities to M.S.Ed. in Special Education

On February 19, 2016, the School of Education and Human Development notified our office of its intent to reactivate, revise and rename its Master of Science in Education (M.S.Ed.) in Emotional Handicaps/Learning Disabilities (EH/LD) to the M.S.Ed. in Special Education (SPED), effective fall 2016.

The former M.S.Ed. program offered by the Department of Teaching and Learning will be renamed to reflect the current terminology used by the Florida Department of Education related to special education (FLDOE Administrative Rule 6a-4.01795). The M.S.Ed. in Special Education will be a campus-based program; however, some courses may be offered online or as a hybrid. TAL 6XX is designated as a hybrid course (30% on-line delivery).

Per the proposal and follow-up communication with the School of Education and Human Development (attached), there will be no new courses created for the program. The former EH/LD program consisted of 21 special education courses and 9 elective credits; the proposed program consists of 30-33 credits. Admission requirements will be identical to TAL graduate program requirements.

Although a letter of notification will be submitted, the change is not considered substantive and will not require formal approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in order to proceed with these changes.

Please contact our office should you have any questions or require additional guidance (305) 284-9431.

cc: Faculty Senate
Dr. Guillermo Prado, Dean, Graduate School
Dr. Isaac Prilleltensky, Dean, School of Education and Human Development
Dr. Batya Elbaum, Professor, Department of Teaching and Learning (SEHD)
Dr. Elizabeth Harry, Professor, Department of Teaching and Learning (SEHD)
Dr. Wendy Cavendish, Associate Professor, Department of Teaching and Learning (SEHD)
Dr. Luciana de Oliveira, Associate Professor, Department of Teaching and Learning (SEHD)

Executive Summary of the Proposal

The Department of Teaching and Learning (TAL) in the School of Education and Human Development (SEHD) proposes to:

Reactivate a previously existing graduate program (Master's of Science in Education or MSED) that was entitled *Emotional Handicaps/Learning Disabilities (EH/LD)*. Appendix A of the proposal provides a copy of the old program as found in the 1991-92 UM Bulletin.

This reactivation is in response to persistent market needs for teachers certified in Special Education. For the past five years, the State of Florida has listed Special Education as an area with a high need for certified teachers; and Appendix B of the proposal provides a list of schools in the Miami-Dade County Public School system that are looking to hire teachers who are certified in Special Education.

Rename that MSED program to Special Education. This renaming is consistent with current practice in the field of special education. The State no longer certifies teachers in EH/LD; instead, it certified them in Special Education.

Restructure the program so as to update its course offerings to use names and numbers that are consistent with current practice at the University of Miami. The proposal provides a cross-walk between old and new course names/numbers.

The reactivated program requires 30 credits of graduate course work for all students. Students who are not certified in Special Education but who wish to become certified will be required to complete an additional 6 credits of student teaching (i.e., supervised internship). Hence, the program varies between 30 and 36 credits.

Though there are no present plans to offer the reactivated program entirely online, it will avail itself of the University's breadth of course-scheduling and course-delivery options to provide flexibility to students.

Finally, the reactivated program will allow its students flexibility in their end-of-program culminating experience to include either a final project or comprehensive examination.

The Program Assessment plan, as required for SACS accreditation can be found in Appendix C.

MSED in Special Education

A proposal to reopen the existing MSED in Emotional Handicaps/Learning Disabilities as the MSED in Special Education

Submitted by the Department of Teaching and Learning special education instructional faculty for the program: Mary Beth Calhoun, Associate Professor; Wendy Cavendish, Associate Professor; Batya Elbaum, Professor; Beth Harry, Professor; Jennifer Krawec, Assistant Research Professor; Robert Moore, Associate Professor; Shawn Post, Clinical Associate Professor

PROPOSAL: To reopen the existing MSED in Emotional Handicaps/Learning Disabilities offered by the Department of Teaching and Learning and to rename the program the *MSED in Special Education* to reflect the current terminology used by the Florida Department of Education related to special education (FLDOE Administrative Rule 6a-4.01795).

The MSED in Special Education will consist of 30-36 credits of graduate course work including a culminating experience. Students seeking initial teacher certification must take 36 credits.

Thirty credits of graduate course work will include the following:

- **TAL 632 Inclusive Models of Teaching**
- **TAL 6XX Specialized Instructional Strategies/Transition (Hybrid course-field based with technology application)**
- **TAL 629 Educating Exceptional Students**
- **TAL 637 Assessment in Special Education**
- **TAL 668 Development, Learning, and Schooling**
- **TAL 691 Applied Research in Education**
- **TAL 66X Methods for Teaching Math to Diverse Learners***
- **TAL 628-ESOL Methods for Language Learners**
- **TAL 641-Principles of Curriculum Development and Classroom Management for TESOL**

Students will select one from the following:

- **TAL 634-Language and Reading Instruction**
- **TAL 647-Early Language and Reading Instruction**
-

For students seeking initial teacher certification:

- **TAL 670 Student Teaching Practicum**

For applicants who are certified teachers, TAL 628, 641, & 670 are not required. Those students may select two from the following:

- **TAL 604 Building Positive Relationships in Inclusive Schools**
- **TAL 667 Reform, Politics, and Social Organization of Schooling**
- **TAL 646 Working with Families of Young Children with Disabilities**
- **TAL 666 The Economic Politics of Education**

Course Notes: Classroom management competencies are embedded in TAL 632, 6XX, and 637 (which includes functional assessment of behavior and behavior intervention plan components).

Each student's program of study will be approved by the student's supervisory committee to ensure its coherence and its alignment to that student's career goals and objectives.

*TAL 66X is an updated version of the TAL 660/66X math methods course option offered in the Education & Social Change Master's program. The updated version includes SPED competencies.

TAL 6XX is the graduate version of TAL 434 (course # 634 is currently used for another course so a new number will need to be generated). The TAL 691 is a course on the books in applied research that now has an action research focus.

Program Objectives/Learner Outcomes: The learner outcomes are based on the Florida Department of Education special education competencies. Matrix is attached.

Competency 1: Knowledge of foundations of exceptional student education

Competency 2: Knowledge of assessment and evaluation

Competency 3: Knowledge of instructional practices in exceptional student education

Competency 4: Knowledge of assessing, designing, and implementing positive behavioral supports

Competency 5: Knowledge of language development, reading, and communication skills

Competency 6: Knowledge of skills related to teaching interpersonal interactions and participation

Competency 7: Knowledge of the transition process

Crosswalk of previous program and proposed program courses: There are no new courses for the program. The EH/LD program consisted of 21 special education courses (listed below) and 9 elective credits; the proposed program consists of 30-33 credits. The EH/LD graduate bulletin course description and the detailed course description for the proposed SPED program are attached. The course crosswalk is outlined below. TAL 634 Prescriptive Teaching is now separated into two content specific courses TAL 634/647 Language and Reading and TAL 66X Methods for Teaching Math.

EH/LD	Special Education
TAL 630 Learning Disabilities	TAL 629 Educating Exceptional Students
TAL 631 & 632 Classroom Management & Advanced Classroom Management	TAL 668 Development, Learning, & Schooling
TAL 633 Theories and Models of Teaching...	TAL 632 Inclusive Models of Teaching
TAL 634 Prescriptive Teaching	TAL 634 or 647 Language and Reading
TAL 634 Prescriptive Teaching	TAL 66X: Methods for Teaching Math
TAL 635 Seminar in Special Education	TAL 691 Applied Research in Education
TAL 637 Assessment in Special Education	TAL 637 Assessment in Special Education
Elective	TAL 628-ESOL Methods for Language Learners
Elective	TAL 641-Principles of Curriculum Development and Classroom Management for TESOL
Elective	TAL 6XX Specialized Instructional Strategies/Transition

Course delivery may make use of executive scheduling models. Instruction may follow conventional face-to-face models; online and distance-based models; and/or some hybrid models that are consistent with the University's portfolio of course-delivery options. TAL 6XX is designated as a hybrid course (30% on-line delivery).

A student's culminating experience may be drawn from among the options found in the University of Miami *Bulletin*: (a) a comprehensive examination or (b) a final project (tied to TAL 691) that serves to apply and to synthesize the student's program of study. The final project may make use of media, such as educational apps, video or a display, that are used to teach and/or to train people as appropriate.

Admission requirements will be identical to TAL graduate program requirements (including GRE). However, certified teachers with 3 years of teaching experience may apply for a GRE waiver.

Current faculty resources consisting of seven full-time special education faculty members are appropriate to support the reopening of the program. No additional faculty or infrastructure resources are needed. The reopening and renaming of the program does not constitute a substantive change to the program (all Florida special education competencies remain embedded across coursework).

Rationale/Market Demand: Over the last five years, special education has been a critical shortage area in teaching at the national, state, and district levels (Smith, Young, Montrosse, Tyler, & Robb, 2011; U.S. Department of Education, 2011). The most recent US Department of Education report on the designated teacher shortage areas by State for 2014-2015 and the predicted areas for 2015-2016 note special education is designated a critical shortage area for both years in the state of Florida, the site of this proposed program (See <http://www2.ed.gov/about/offices/list/ope/pol/tsa.doc>). Further, the Miami-Dade County Public School district has issued a recruitment call for certified special educators to meet the critical shortage area demand for 2015-2016. Almost 50% of the current MDCPS open teaching positions require a special education teaching certification. Attached is a list of current special educator teacher positions for next year.

Appendix A

Master's of Science in Education program
Special Education: *Emotional Handicaps/Learning Disabilities*

Take from the University of Miami *Bulletin*
Graduate Studies: 1991-1992



Graduate Stu

S
nd the Ph.D. degrees are offered in Teaching and Learning. These doctoral programs require
the student's past academic and experiential preparation. These doctoral programs are in
research, school district leadership positions in the various academic fields, and for classroom
doctoral programs must submit scores from the GRE Aptitude Test and the Advanced Test

ATION

of specialization should be selected from courses listed in early childhood education and
nology. Each student should select appropriate courses in consultation with the advisor.

of Young Children
n Early Childhood Education
Development in Early Childhood Education

- TAL 611. *Issues and Trends in Early Childhood Education*
- TAL 612. *Cognitive and Language Development in Early Childhood Education*
- TAL 613. *Comparative Study of Early Childhood Education*

EDUCATION

of specialization should be selected from courses listed in elementary education, from a sub
ematics, science, or social science) or from courses in special education. Each student should
advisor.

Education: Curriculum Philosophies and Trends
e Elementary School
is in the Elementary School
in the Elementary School

- TAL 623. *Science in the Elementary School*
- TAL 624. *Social Studies in the Elementary School*
- TAL 625. *History and Trends in Curriculum in the Elementary School*
- TAL 628. *Seminar in Elementary Education*

ION (EMOTIONAL HANDICAPS/LEARNING DISABILITIES)

ected from courses in special education and when appropriate, courses from the Depart
ate courses in consultation with the advisor.

bilities
nagement
room and Behavior Management
odels of Teaching Behavior-Disordered Students

- TAL 634. *Prescriptive Teaching for Students with Emotional Handicaps/Learning Disabilities*
- TAL 635. *Seminar in Special Education*
- TAL 637. *Advanced Assessment in Special Education*

ED SPECIAL EDUCATION/INFANT INTERVENTION

ected from courses in early childhood education

Appendix B

List of schools in the Miami-Dade County Public Schools system that are
looking to hire teachers who are certified in Special Education
(highlighted)

Highly Qualified Exceptional Student Education (ESE) Teachers Wanted: The Office of Instructional Recruitment and Staffing is maintaining a database of highly qualified ESE teachers. This database will be used to keep eligible applicants up to date on current and anticipated vacancies districtwide. If you are a highly qualified ESE teacher seeking employment, we want to hear from you. Recruits/teachers holding eligibility in ESE **only** (without a core area) are **not** eligible to be part of this database. **Click here** for more information and application instructions.

School Psychologists Wanted: The Division of Exceptional Student Education is seeking qualified professionals for the position of School Psychologist. Applicants must have experience working with children and have either a current certificate in School Psychology from the Florida Department of Education (FLDOE) or be licensed as a psychologist through the Florida Department of Health. *Interested candidates should send a cover letter, resume and a copy of their state certificate or license to scifford@dadeschools.net by December 2015.*

Only eligible candidates who meet the aforementioned criteria will be afforded the opportunity to interview.

Division of Exceptional Student Education

Teacher for the Deaf or Hard of Hearing

Office of Academics and Transformation Curriculum Support Specialist (CSS) - must have content expertise in Algebra I and Geometry and the ability to develop and conduct professional development aligned to Florida Standards. Individuals will be required to provide onsite support for identified schools, primarily supporting math coaches and teachers within said schools. Interested and eligible candidates should send a resume and evidence of math certification to liana.Ramos-Sibi@dadeschools.net.

Elementary Schools

Barbara Hawkins Elementary

SPED – Varying Exceptionalities (VE)/Elementary Ed

Biscayne Gardens Elementary

Elementary Ed

Elementary Ed/Bilingual Curriculum Content (BCC) – Haitian Creole language proficiency required

Broadmoor Elementary

Elementary Ed (temporary assignment until December 2015)

Colonial Drive Elementary

Elementary Ed

ESOL

SPED - Varying Exceptionalities (VE)/Elementary Ed

Dr. Robert B. Ingram Elementary

Music – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.
Dr. William A. Chapman Elementary
Guidance Counselor

Earlington Heights Elementary

SPED – Varying Exceptionalities (VE)/Elementary Ed – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Frederick Douglass Elementary

Elementary Ed

Guidance Counselor

Golden Glades Elementary

Exceptional Student Education (ESE)/Gifted

SPED – Varying Exceptionalities (VE)/Elementary Ed – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Holmes Elementary

Elementary Ed

Music – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net..

Jesse J. McCrary, Jr. Elementary

Gifted (temporary assignment until November 2015)

Music (temporary assignment until November 2015)

SPED – Orthopedically Impaired (OI) – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Lakeview Elementary

Elementary Ed

Music

Liberty City Elementary

SPED – Varying Exceptionalities (VE)/Elementary Ed – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Mae Walters Elementary

Elementary Ed

Orchard Villa Elementary

Elementary Ed

Parkway Elementary

Music – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Poinciana Park Elementary

Elementary Ed – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net

Rainbow Park Elementary

SPED – Varying Exceptionalities (VE)/Elementary Ed

Riverside Elementary

Elementary Ed

Elementary Ed/Bilingual Curriculum Content (BCC) – Spanish language proficiency required

Toussaint L'Ouverture Elementary

Elementary Ed

Gifted

Substitutes, email kbutler@dadeschools.net

K-8 Centers

Benjamin Franklin K-8 Center

Elementary Ed

Elementary Ed/Gifted

English

Interventionist (PT – strong math background required)

SPED – Varying Exceptionalities

Carrie P. MeekWestview K-8 Center

Elementary Ed

Elementary Ed (temporary assignment until June 2016)

Hourly Teacher (5 hours a day, 5 days a week).

Charles Drew K-8 Center

ESE - Gifted

Guidance Counselor

Coconut Palm K-8 Academy

English

SPED – Varying Exceptionalities (VE)/Science

SPED – Varying Exceptionalities (VE)/Social Science

Edison Park K-8 Academy

SPED – Autism Spectrum Disorder (ASD)

Elementary Ed

Elementary Ed (6th Grade Math)

Dr. Henry W. Mack/West Little River K-8 Center

Art

Elementary Ed

Music

Lillie C. Evans K-8 Center

Science

Morningside K-8 Academy

English

North County K-8 Center

Social Science

Middle Schools

Brownsville Middle

Science - If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Carol City Middle

SPED – Emotional Behavioral Disabilities (EBD)

SPED/Orthopedically Impaired (OI)

Citrus Grove Middle

English

Math

Reading

SPED – Varying Exceptionalities (VE) - If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Howard D. McMillan Middle

PT Media Specialist

PT Math

John F. Kennedy Middle

SPED – Autism Spectrum Disorder (ASD)

SPED – Varying Exceptionalities (VE)/Math

Jose de Diego Middle

SPED – Emotional Behavioral Disabilities (EBD)
SPED – Autism Spectrum Disorder (ASD)

Dance

French - If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Madison Middle

SPED – Varying Exceptionalities (VE) - If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Norland Middle

English

Rockway Middle

Hourly teacher position (elem. ed. and SPED certification required). 25 hours per week (on alternate school days). Interested individuals should email

their resume to Eric Gonzalez at egonzalez8@dadeschools.net

South Dade Middle

Elementary Ed

Guidance Counselor

SPED – Autism Spectrum Disorder (ASD)

SPED - Varying Exceptionalities (VE)

Senior High Schools

Booker T. Washington Senior

SPED - Emotional Behavioral Disabilities (EBD)

SPED – Severe Learning Disabilities (SLD) - If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Dr. Michael M. Krop Senior

Physical Education (PE)

Hialeah-Miami Lakes Senior

SPED Program Specialist

SPED – Varying Exceptionalities (VE)/Language Arts Math - If interested and eligible, please send your resume to Cynthia Prado, Assistant Principal at cprado1105@dadeschools.net.

iTech @ Thomas A. Edison Education Center

English

Math

Miami Central Senior

Guidance Counselor – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Miami Edison Senior

ESOL – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Miami Jackson Senior

Guidance Counselor

Math

SPED/Varying Exceptionalities (VE) – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Miami Norland Senior

Reading – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Miami Northwestern Senior

Biology

English

Math

SPED – Varying Exceptionalities (VE)

SPED – Intellectual Disabilities (IND)

Miami Southridge Senior

SPED – Orthopedically Impaired (OI)

Guidance Counselor – If interested and eligible, please send your resume to Zachary Garvin, Instructional Supervisor, at zachgarvin@dadeschools.net.

Robert Morgan Senior

English

Westland Hialeah Senior

Guidance Counselor

Social Science (temporary assignment until December 2015)

SPED – Varying Exceptionalities (VE)/English (temporary assignment until February 2016) – If interested and eligible, please send your resume to Maibelys Carrazana at mcarrazana@dadeschools.net.

Special Schools/Centers
Comprehensive Health Services

Nurse – must be licensed as a Registered Professional Nurse or eligible to practice nursing in accordance with Florida Administrative Code 210 or be certified as an Advanced Registered Nurse Practitioner in accordance with Florida Statute 464. If interested and eligible, please send your resume to Wilma Steiner, Director Comprehensive Health Services (wilmasteiner@dadeschools.net) or Vanessa Robles, Project Manager, Ful Service (vrobles@dadeschools.net).

C.O.P.E. Center North

Nurse Educator

Miami Lakes Educational Center

Vocational Industrial Arts (Culinary Arts) – If interested and eligible, please send your resume to James Parker, Principal, at jamesparker@dadeschools.net.

Robert Renick Educational Center

SPED-Emotional/Behavioral Disabilities (EBD)/Elementary Ed

SPED-Emotional/Behavioral Disabilities (EBD)/Math

SPED-Emotional/Behavioral Disabilities (EBD)/Social Science

UNIVERSITY OF MIAMI

Academic Program Assessment Report

School/College: Education and Human Development
NAME: Special Education

Program Name(s) and Degree(s): DEGREE: Masters of Science in Education (MSED)

Program Assessment Designee: Wendy Cavendish

Mission Statement and Program Outcomes/Objectives

Over the last five years, special education has been a critical shortage area in teaching at the national, state, and district levels. The most recent US Department of Education report on the designated teacher shortage areas by State for 2014-2015 and the predicted areas for 2015-2016 note that special education is a critical shortage area for both years in the state of Florida, the site of this proposed program (See <http://www2.ed.gov/about/offices/list/ope/pol/tsa.doc>). Further, the Miami-Dade County Public School district has issued a recruitment call for certified special educators to meet the critical shortage area demand for 2015-2016. Almost 50% of the current MDCPS open teaching positions require a special education teaching certification. Attached is a list of current special educator teacher positions for next year. The need for certified special education teachers in the district is so great that the Department of Teaching was contacted in Fall 2015 by Claude Archer of MDCPS for immediate recruitment of special education teachers for the 344 currently open teaching positions in the area in fall 2015. This goal of this program is to address the critical shortage by producing certified special education teachers who possess the requisite knowledge and skills to pursue careers in special education. The specific learning objectives for this programs entail:

1. Knowledge of foundations of special education including knowledge of the IEP and transition process
2. Knowledge of assessment and evaluation including reading, language/communication, and behavioral assessments and supports
3. Knowledge of instructional practices in special education

Student Learning Outcomes and Related Measures

Student Learning Outcome 1: Students will demonstrate knowledge of the foundations of special education including knowledge of the IEP and transition process.

Assessment Measure 1, Universal Design for Learning (UDL) Lesson Plan from TAL 634—

Direct Measure: A UDL-based lesson plan assignment demonstrates knowledge of foundations of special education, instructional strategies, and assessment. The lesson plan assignment for SLO 1 incorporates knowledge of special education categories and placements, content of IEPs and transition plans, models of support, assistive technology and technology support, and UDL principles of multiple means of engagement related to student motivation. The UDL lesson plan sections A1 and A2 reflect the components of the lesson plan that will allow evaluation of SLO 1. A system of points is assigned to this section of the lesson plan (see lesson plan and assessment system in Appendix 4) reflecting 3 levels: mastery, proficient, and needs improvement. *Students must effectively plan a lesson to minimally score*

Please submit your Program Assessment Report to SACS@miami.edu
Office of Planning, Institutional Research, and Assessment (PIRA)
by October 2, 2015

Thank you for your assistance!

Revised 4/17/2015

“proficient” reflecting a minimal score of 6-7. Students below mastery and proficient level receive feedback for improvement before completing the components of the UDL lesson plan addressing SLOs 2 and 3.

Assessment Measure 2, A Culminating Action Research Project from TAL 690-Direct

Measure: This key assignment from TAL 690 allows the students to demonstrate all 3 SLOs. For SLO 1, the introduction/literature review of the research paper is used to assess proficiency. The culminating paper is written individually by each student and is read and evaluated by two faculty members: the instructor for TAL 690 and a member of the student’s supervisory committee. The introduction/literature component of the research paper is used to assess SLO 1: knowledge of foundations of special education, using a point system of 1-10: 8-10 indicating mastery, 6-7 proficient, and below 6 points, needs improvement.

Student Learning Outcome 2: Students will demonstrate knowledge of assessment and evaluation.

Assessment Measure 1, Universal Design for Learning Lesson Plan from TAL 634—Direct

Measure: A UDL-based lesson plan assignment demonstrates knowledge of foundations of special education, instructional strategies, and assessment. The lesson plan assignment for SLO 2 incorporates knowledge of formative and summative assessments and the UDL principle of multiple means of expression in student interaction with the content and learning environment. The UDL lesson plan section D reflects the components of the lesson plan that will allow evaluation of SLO 2. A system of points is assigned to this section of the lesson plan (see lesson plan and assessment system in Appendix 4) reflecting 3 levels: mastery, proficient, and needs improvement. *Students must effectively plan a lesson to minimally score “proficient” reflecting a minimal score of 6-7. Students below mastery and proficient level receive feedback for improvement before completing the component of the lesson plan addressing SLO 3.*

Assessment Measure 2, A Culminating Action Research Project from TAL 690-Direct

Measure: This key assignment from TAL 690 allows the students to demonstrate all 3 SLOs. The culminating paper is written individually by each student and is read and evaluated by two faculty members: the instructor for TAL 690 and a member of the student’s supervisory committee. The results/discussion section component of the research paper is used to assess SLO 2: knowledge of assessment in education, using a point system of 1-10: 8-10 indicating mastery, 6-7 proficient, and below 6 points, needs improvement.

Student Learning Outcome 3: Students will demonstrate knowledge of instructional practices in special education.

Assessment Measure 1, Universal Design for Learning Lesson Plan from TAL 634—Direct

Measure: A UDL-based lesson plan assignment demonstrates knowledge of foundations of special education, instructional strategies, and assessment. The lesson plan assignment for SLO 3 incorporates knowledge of content presentation, scaffolding of learning, UDL principles of multiple means of representation in lesson delivery, and multiple means of engagement in student engagement with the content and learning environment. The UDL lesson plan sections B & C reflect the components of the lesson plan that will allow evaluation of SLO 3. A system of points is assigned to this section of the lesson plan (see lesson plan and assessment system in Appendix 4) reflecting 3 levels: mastery, proficient, and needs improvement.

Students must effectively plan a lesson to minimally score “proficient” reflecting a minimal score of 6-7. Students below mastery and proficient level receive feedback for improvement which they incorporate into their lesson plan before they submit their final version.

Assessment Measure 2, A Culminating Action Research Project from TAL 690-Direct

Measure: This key assignment from TAL 690 allows the students to demonstrate proficiency in all 3 SLOs. The culminating paper is written individually by each student is read and evaluated by two faculty members: the instructor for TAL 690 and a member of the student’s supervisory committee. The method section (intervention or problem addressed) component of the research paper is used to assess SLO 3: knowledge of instructional practice in special education using a point system of 1-10: 8-10 indicating mastery, 6-7 proficient, and below 6 points, needs improvement.

Assessment Findings

- Please relate your assessment findings to the outcomes and measures defined above. (Copy your student learning outcomes and assessment measures from above, using the same layout, and add each set of findings underneath the corresponding measure.) Report quantitative or qualitative results from the **past 3+ years**. Please write a brief explanation if you don’t have at least three years of data—either because the program is new or you’ve substituted better assessment measures. (See Resources document for suggested language.)
- Average ratings of quantitative data are sufficient; raw data not needed.
- If qualitative evaluations are used, include samples in an appendix.

Findings Relating to Program Outcomes

Provide relevant information assessing achievement of your program mission, program outcomes, and/or initiatives to improve student learning (e.g., graduation/retention rates, number of degrees awarded, job placement, evaluations of major advising, attendance at symposia, workshops).

Discussion for Continuous Improvement

(Faculty Analysis of Findings and Initiatives to Improve Learning and Program)

Use this section to show completion of the assessment cycle (i.e., how results of assessments helped to **improve student learning and the program**). Please address the following for SACSCOC reviewers:

Faculty Review and Analysis of Assessment Findings

Are students performing at a level that faculty consider to be appropriate? Show that findings and possible changes were discussed by faculty (meeting dates or minutes work well for this).

Initiatives to Improve Student Learning Outcomes and Program Outcomes

What changes have been implemented or will be developed to improve student learning outcomes and program outcomes?

Evidence of Improvement

What has been the effect of these improvements? (See Resources document for suggested language.)