

SPECIAL EDUCATION BA/BS

The special education major focuses on the design and provision of teaching and other educational services to K-12 students with special learning needs or disabilities. It includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies. Field work and a one-semester internship are required. Successful completion of this program leads to an institutional recommendation for Idaho's Standard Instructional Certificate with endorsements in Literacy, K-12, and Exceptional Child Generalist, K-12.

Program Outcomes

All Educators will...

1. Understand ~~Program Outcomes~~1. ~~The program completer understands~~ how learners grow and develop, recognize ~~recognizing~~ that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and be able to design designs and implement ~~implements~~ developmentally appropriate and challenging learning experiences.
2. Use their 2. ~~The program completer uses~~ understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Work 3. ~~The program completer works~~ with others to create environments that support individual and collaborative learning ~~learning~~; and that encourage positive social interaction, active engagement in learning, and self-motivation ~~self-motivation~~.
4. Understand 4. ~~The program completer understands~~ the central concepts, tools of inquiry, and structures of the discipline(s) they teach ~~he or she teaches~~ and will know how to create ~~creates~~ learning experiences that make the discipline accessible and meaningful for learners to ~~to~~ assure mastery of the content.
5. Understand 5. ~~The program completer understands~~ how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Understand 6. ~~The program completer understands~~ and use ~~uses~~ multiple methods of assessment to engage learners in their own growth, to ~~to~~ monitor learner progress, and to ~~to~~ guide the ~~teacher's and learner's~~ decision making of both teacher and learner ~~making~~.
7. Know how to plan 7. ~~The program completer plans~~ instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Understand 8. ~~The program completer understands~~ and use ~~uses~~ a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, as well as ~~and to~~ build skills to apply knowledge in meaningful ways.
9. Know how to engage 9. ~~The program completer engages~~ in ongoing professional learning and use ~~uses~~ evidence to ~~to~~ continually evaluate your ~~his/her~~ practice, particularly the effects of your ~~his/her~~ choices and actions on others (learners, families, other professionals, and the community) ~~community~~; and adapt ~~adapts~~ practice to ~~to~~ meet the needs of each learner.
10. Develop a desire 10. ~~The program completer seeks appropriate leadership roles and opportunities~~ to seek appropriate leadership roles and opportunities ~~take responsibility for student learning~~; to take responsibility for student learning, to ~~to~~ collaborate with learners, families, colleagues, other school professionals, and community members to ~~to~~ ensure learner growth, and to ~~to~~ advance the profession.
11. Be ~~The program completer should be~~ able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene ~~d'Alene~~ Tribe, Kootenai Tribe of Idaho, Nez ~~New~~ Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. They will ~~Program completes~~ build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences ~~experiences~~.
12. Understand ~~The program completer understands~~ the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession ~~profession~~.
13. Know ~~The program completer knows~~ how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Literacy Program Outcomes

14. Understand the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension.
15. Understand the benefit of incorporating writing in the content areas. They will know how to incorporate ethical and credible research practices into instruction.

16. Understand how reading and writing difficulties vary in presentation and degree. You will understand the characteristics of struggling readers and writers, know how to identify appropriate accommodations, and adapt instruction to meet student needs.

In addition to the above, Elementary Educators will also:

17. Gain knowledge of the foundational concepts of literacy instruction and their typical developmental progression. You will understand that learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions.

18. Understand formative literacy assessment concepts, strategies, and measures. You will know how to use assessment data to inform and design differentiated literacy instruction.

Special Education Program Outcomes

19. Know how to develop individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

20. Know how to select, adapt, modify, and use a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.

21. Know how to design strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

22. Know how to administer, interpret, and explain technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

23. Gain the knowledge in the guidance and direction to paraeducators and other student support staff.

General Education Requirements

Code	Title	Credits
Written Communication		
Select one of the following:		6.00
ENGL-101 & ENGL-102	WRITING AND RHETORIC I and WRITING AND RHETORIC II	
ENGL-109	COLLEGE WRITING AND RESEARCH	
Oral Communication		
COMM-204	PUBLIC SPEAKING	3.00
Mathematical Ways of Knowing		
MATH-257	MATHEMATICS FOR ELEMENTARY TEACHERS II	4.00
Humanistic & Artistic Ways of Knowing		
Select one course from two categories:		6.00-7.00
Literature		
ENGL-175	LITERATURE AND IDEAS	
ENGL-257	WORLD CLASSICS	
ENGL-258	INTERNATIONAL LITERATURE	
ENGL-260	NATIVE AMERICAN LITERATURE	
ENGL-261	MYTHOLOGIES	
Arts		
ART-100	INTRODUCTION TO ART	
HUM-150	INTRODUCTION TO THE ARTS	
THEA-101	SURVEY OF THE THEATER	
Language		
NP-101	NEZ PERCE LANGUAGE AND CULTURE	
NP-102	NEZ PERCE LANGUAGE AND HISTORY	
SPAN-101	ELEMENTARY SPANISH I	
SPAN-102	ELEMENTARY SPANISH II	
Scientific Ways of Knowing		
NS-174	NATURAL SCIENCE FOR ELEMENTARY EDUCATOR	4.00
PHYS-171	PHYS SCIENCES FOR ELEMENTARY EDUCATORS	4.00

Social & Behavioral Ways of Knowing

PSYC-205	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3.00
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Select one of the following:	3.00
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HIST-111	UNITED STATES HISTORY I	
HIST-112	UNITED STATES HISTORY II	
POLS-101	AMERICAN NATIONAL GOVERNMENT	

Global Perspectives

GEOG-102	INTRODUCTION TO GEOGRAPHY	3.00
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Integrative Seminar: Ethics & Values

Select one of the following:	3.00
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ID 300A - 300U (see course descriptions for options)	
ID-301A	HELLS CANYON INSTITUTE

Foreign/Heritage Language

Take 16 credits of language classes if a Bachelor of Arts degree is desired, else optional.	16.00
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Total Credits	39.00-40.00
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Code	Title	Credits
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Professional Foundations

Take all of the following:	13.00
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ED-214	PRINCIPLES OF EDUCATION	
ED-225	TECHNOLOGIES FOR TEACHING, K-12	
MATH-157	MATHEMATICS FOR ELEMENTARY TEACHERS I	
RE-217	CHILDREN'S LITERATURE AND STORYTELLING	

Phase II Professional Studies

Take all of the following:	14.00
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ED-318	ASSESSMENT OF LEARNING	
ED-321	EDUCATIONAL PSYCHOLOGY	
ED-345	CULTURALLY RELEVANT TEACHING	
ED-425	INSTRUCTIONAL METHODS AND CLASSROOM MANAGEMENT, K-8	
SE-322	INCLUSION STRATEGIES K-12	

Exceptional Child, K-12 Endorsement

Take all of the following:	23.00
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SE-332	INDIVIDUALIZED ASSESSMENT	
SE-333	INDIVIDUALIZED INSTRUCTION	
SE-334	INDIVIDUALIZED MOTIVATION	
SE-335	SPECIAL EDUCATION FIELD EXPERIENCE	
SE-340	FOUNDATIONAL LITERACY	
SE-342	INTERMEDIATE LITERACY	
SE-477	CONSULTING WITH PARENTS AND PROFESSIONALS	
SW-405	TRAUMA AND RESILIENCE	

Literacy, K-12 Endorsement

Take all of the following:	12.00
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RE-301	PSYCHOLINGUISTICS, LITERACY, AND LANGUAGE ACQUISITION	
RE-303	EMERGENT LITERACY	
RE-307	LITERACY LEADERSHIP	
RE-309	DISCIPLINARY LITERACY	

Phase II Professional Internship

Take all of the following:	15.00
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ED-430	PROF SEMINAR:ISSUES IN EDUCATION II	
SE-484	SPECIAL EDUCATION INTERNSHIP	

Electives	4.00
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Total Credits	81.00
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Course	Title	Credits
First Year		
Fall		
ENGL-101	WRITING AND RHETORIC I	3.00
COMM-204	PUBLIC SPEAKING	3.00
PSYC-205	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3.00
GEOG-102	INTRODUCTION TO GEOGRAPHY	3.00
ART-100	INTRODUCTION TO ART	3.00
SD-107	FIRST YEAR FOUNDATIONS	1.00
Credits		16.00
Spring		
ED-214	PRINCIPLES OF EDUCATION	3.00
ENGL-102	WRITING AND RHETORIC II	3.00
MATH-157	MATHEMATICS FOR ELEMENTARY TEACHERS I	4.00
SE-322	INCLUSION STRATEGIES K-12	3.00
HIST-112	UNITED STATES HISTORY II	3.00
Credits		16.00
Second Year		
Fall		
MATH-257	MATHEMATICS FOR ELEMENTARY TEACHERS II	4.00
PHYS-171	PHYS SCIENCES FOR ELEMENTARY EDUCATORS	4.00
CORE	Humanistic & Artistic Ways of Knowing	3.00
RE-217	CHILDREN'S LITERATURE AND STORYTELLING	3.00
Credits		14.00
Spring		
NS-174	NATURAL SCIENCE FOR ELEMENTARY EDUCATOR	4.00
CORE	Integrative Seminar: Ethics & Values	3.00
RE-303	EMERGENT LITERACY	3.00
SE-333	INDIVIDUALIZED INSTRUCTION	3.00
ED-345	CULTURALLY RELEVANT TEACHING	3.00
Credits		16.00
Third Year		
Fall		
ED-318	ASSESSMENT OF LEARNING	3.00
ED-321	EDUCATIONAL PSYCHOLOGY	3.00
ED-225	TECHNOLOGIES FOR TEACHING, K-12	3.00
RE-301	PSYCHOLINGUISTICS, LITERACY, AND LANGUAGE ACQUISITION	3.00
Credits		12.00
Spring		
SE-334	INDIVIDUALIZED MOTIVATION	3.00
RE-307	LITERACY LEADERSHIP	3.00
SE-342	INTERMEDIATE LITERACY	4.00
ED-425	INSTRUCTIONAL METHODS AND CLASSROOM MANAGEMENT, K-8	2.00
SE-477	CONSULTING WITH PARENTS AND PROFESSIONALS	2.00
Credits		14.00
Fourth Year		
Fall		
SW-405	TRAUMA AND RESILIENCE	3.00
SE-332	INDIVIDUALIZED ASSESSMENT	3.00
SE-335	SPECIAL EDUCATION FIELD EXPERIENCE	1.00
SE-340	FOUNDATIONAL LITERACY	4.00

RE-309	DISCIPLINARY LITERACY	3.00
Credits		14.00
Spring		
ED-430	PROF SEMINAR:ISSUES IN EDUCATION II	1.00
SE-484	SPECIAL EDUCATION INTERNSHIP	13.00
Elective	Elective Credits	4.00
Credits		18.00
Total Credits		120.00