

LaFetra College of Education

Special Education

2018

1.1 Program Summary

The Mild/Moderate Preliminary Credential at the University of Laverne has grown with the addition of the Center of Neurodiversity, Learning and Wellness. Instructors and candidates participate in course work and fieldwork with a focus on recognizing each person's strengths, variations in learning behaviors, neurodiversity, need for learning experiences to be engaging, and culturally responsive. The program emphasizes the promotion of general wellbeing through practicing self-care and self reflection that leads to personal awareness and growth. The Center compliments the CCTC and CAEP standards and customizes the special education program to the University and LaFetra College of Educations mission, vision and values. The program is offered on three campuses: LaVerne, College of the Canyons, Bakersfield. The program is committed to having full time faculty teach their *area of expertise* courses on all three campuses with adjunct support on all three campuses.

There are four (4) core courses that are also prerequisites to the internship and in 2018-2019 the faculty added a one unit pre-internship seminar to increase and evaluate the probability that candidates were ready to begin an internship. This addition was designed as a result of intern student case studies presented at the special education faculty retreat in the summer of 2018. The faculty identified where students were particularly successful and where some struggled. At the time of writing this report the program is still gathering data and is in the beginning phases of analysis. In addition to this one unit seminar that emphasizes self reflection and evaluation, IEP development and positive behavior support, faculty studied the key skills needed immediately by our interns based upon faculty observation, district input and candidate seminar discussion. Faculty began a plan to add more IEP skill development and more positive behavior support components earlier in the program courses in order that the interns can best meet the increasing demands of interns in our surrounding districts. The one (1) unit seminar is being piloted fall 2018 and the redesigned prerequisite internship courses will begin spring 2019. Additionally, at 2017-2018 faculty meetings all courses were analyzed for course sequencing, flow and review of *key thread components*: an understanding of neurodiversity and the brain, IEP development, monitoring and implementation, positive behavior support, data monitoring in behavior and academics, instructional design and implementation, lesson planning, culturally responsive teachings, social justice, professional and personal self care.

Our literacy in special education program that involves 2 dedicated courses with on grounds tutoring is preparing for a reading specialization in dyslexia. The LaFetra College of Education recently entered into a partnership with Dr. Mary Farrell and Dr. Nancy Cushen White, leading national experts in dyslexia. Over the next 3 years, Drs. Farrell and White will provide training and certification for LFCE reading faculty. In year one, our faculty will become certified dyslexia specialists. In year two, they will continue their training to become certified dyslexia

instructors. In year three, our consultants will lead us through the process of becoming a nationally accredited dyslexia training center through the International Dyslexia Association (IDA) and the International Multisensory Structured Language Education Council (IMSLEEC).

The program has an Education Specialist Early Childhood Special Education added Authorization (ECSEAA) Program. It had one pilot student who assisted in design feedback. Currently there are 4 students enrolled.

[Exhibit 1.1.1: Special Education Programs- Delivery Model and Credential Pathway](#)

Organizational Structure

[Exhibit 2.1 Organizational Chart/Graphic](#)

Faculty Qualifications

[Exhibit 3.1: Special Education Faculty Distribution](#)

Exhibit 3.2 Annotated Faculty List

[Amber Bechard, EdD](#)

Fulltime Tenure Track

[SPED 406 Assessment Practices and IEP Development and Practicum](#)

[SPED 409 Directed Teaching](#)

[SPED 555 Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEPs](#)

[SPED 556 Collaboration with Families of Young Children with Special Needs](#)

[SPED 557 Infant and Preschool Assessment and Instruction](#)

[RDG 510A Foundations of Emergent Literacy Instruction for Special Education and Practicum](#)

[RDG 514A Literacy Assessment and Interpretation for Special Education and Practicum](#)

[Mary Collins, MA](#)

Fulltime Instructor

[SPED 403 Typical and Atypical Development and Practicum](#)

[SPED 459 Intern Teaching](#)

[Niki Elliott, PhD](#)

Fulltime Visiting Professor

Masters and neurology infusion

[Sylvia Mac, PhD](#)

Fulltime Tenure Track

[SPED 408 Curriculum and Instruction and Practicum](#)

[Bettye Stachowiak, MA](#)

Fulltime Non-Tenure Track

[SPED 403 Typical and Atypical Development and Practicum](#)

[SPED 409 Directed Teaching](#)
[SPED 459 Intern Teaching](#)

[Patricia Taylor, PhD](#)

Fulltime Tenured

[SPED 401 Assessment: Education Specialist Professionalism](#)

[SPED 402 Culturally Responsive Instruction, Mindfulness, Inclusivity, and
Practicum](#)

[SPED 405 Diversity and Professional Communication and Practicum](#)

[SPED 407 Mild-Moderate Caseload Management and Practicum](#)

[SPED 505 Advanced Positive Behavior Support: Theory and Practice](#)

[Exhibit 3.3 Adjunct Requirements](#)

Course Sequence

[Exhibit 4.1a Course Sequence Mild/Moderate Preliminary Credential](#)

[Exhibit 4.1b Course Sequence Education Specialist Early Childhood Added
Authorization](#)

Course Matrix

[Exhibit 5.1a Course Matrix Education Specialist Mild/Moderate](#)

[Exhibit 5.1b Course Matrix Education Specialist Early Childhood Special Education
Added Authorization](#)

Fieldwork and Clinical Practice

[Exhibit 6.1 Fieldwork Hours Required for Special Education Programs](#)

[Exhibit 6.2 and 6.4 Documentation of Candidate Placements and Signed MOUs](#)

[Exhibit 6.3 Veteran Practitioner Training Material](#)

[Exhibit 6.5 Clinical Practice Handbook/Manual](#)

[Exhibit 6.6a Fieldwork Clinical Practice Syllabus SPED 459 Intern](#)

[Exhibit 6.6b Fieldwork Clinical Practice Syllabus SPED 409 Student Teaching](#)

[Exhibit 6.6.1 Clinical Practice Assessment Instrument](#)

Credential Recommendation

Exhibit 7.1 Description of Process Ensuring Appropriate Recommendation

The Credential Analyst secures candidates file, reviews transcript and then confers with the Internship coordinator for Internships, or the Student Teacher Coordinator for culminating Student Teaching to confirm that the analyst's assessment is correct. Once they confer the program chairperson is notified that a recommendation for credentialing is in order or is not in order.

[Exhibit 7.1.1 Candidate Progress Monitoring Document](#)