CONSULTANT RECOMMENDATION REPORT
Planning and Review Committee
Consultant Recommendation

I. Degree: Special Education

Date of Review: February 2010

Program Director: Amy Schlieve

PRC Consultant(s): Kimberly Zagorski, Petre Ghenciu

Purpose of the Review: first review to check progress of degree program

Committee Findings: The PRC recommends continuation of this program through the next scheduled review in 2017 and that the recommendations made by the committee be implemented.

II. Abstract:

(from PD self study)

In August 2004 the B.S. in Special Education was developed to prepare students for a new cross-categorical certification. Prior to that date, UW-Stout has prepared teachers certified in special education-cognitive disabilities since the early 1970s via a concentration in the B.S. Vocational Rehabilitation program. UW-Stout’s Special Education program prepares future educators to teach students across categories of disabilities—including learning, cognitive, emotional and behavioral disabilities—from kindergarten through adolescence, approximately ages 5 through 21.

Special education is founded on the philosophy of advocacy for persons with exceptionalities and their families, and of embracing and teaching to individual differences and needs. Therefore, special educators must know the characteristics of the learners they serve, possess the skills to design effective interventions and the dispositions to practice within established standards.

Increasingly, students with disabilities are served in inclusive regular education settings supplemented by support services provided by a special education case manager. Therefore, special education teachers must possess a working knowledge of all general education curriculum subjects and content. Special education teachers work with general education teachers to develop lesson plans, materials and tests; adapt curriculum to be appropriate for each student; and teach specific learning strategies, social skills and study skills. The special education teacher responsibilities also include assessment, developing individual education, behavioral and transition plans, and working with families and other support services. Since its inception, the program has continually worked towards establishing and maintaining partnerships with area high schools for field experience, assistance in administering DIBELS (Dynamic Indicators of Basic Early Literacy Skills), pre-student teaching and student teaching placements.
Graduates of this program will receive a Wisconsin teaching license (801) in Cross-categorical special education with an emphasis in Cognitive Disabilities (graduates also receive a 810, Cognitive Disabilities license). They will possess competencies to assess their students’ vocational readiness, provide a school-to-work curriculum, provide transition services to students with disabilities, and assist families of students with special needs to coordinate with community service providers.

III. Process Followed for Current Review:

The PRC Chair met with the dean, program director and chair of the primary department to discuss the review process. The PRC consultants also met with the program director to review the procedures and offer assistance. Data regarding several aspects of the program were collected from students, key instructors within and outside the department, program committee members and program graduates through surveys. The data were analyzed and returned to the program directors and PRC members. The program director then completed the self-study report and presented the report to the PRC. The consultants then wrote the recommendation report. This report was forwarded to the dean for his response. The PRC reviewed the dean’s response, approved the recommendation report and forwarded the report to the Faculty Senate.

IV. Previous Review:

NA

V. Current Year (2009-2010) Program Review:

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<tr>
<th>Program Strengths</th>
<th>Source</th>
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<tr>
<td>1. A well-run program with increasing enrollment and a variety of course delivery methods</td>
<td>Program Director’s report, Instructor Surveys, Advisory Council, students</td>
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<td>2. Faculty with direct experience within the field of Special Education</td>
<td>Program Director’s report, Instructor Surveys, Advisory Council, students</td>
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<td>3. Commitment to provide special education experiences to students early on within their major</td>
<td>Program Director’s report</td>
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<td>4. An active and committed Program Director</td>
<td>Instructor Surveys, Advisory Council, students</td>
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<th>Issues of Concern</th>
<th>Source</th>
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<td>1. A shortage of tenure-track faculty, making it difficult at times to provide advising to students.</td>
<td>Program Director’s report, Instructor Surveys, Advisory Council, students</td>
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<tr>
<td>2. A lack of adequate classroom space, making it difficult to provide students</td>
<td>Program Director’s report</td>
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with needed technical experiences they may encounter within their professional lives.

Instructor Surveys, Advisory Council

3. Overlap in course material within several key classes

students

**Recommendations for the Program Director**

1. Work with cooperating faculty to review courses and remove any unnecessary overlap within course material overlap.

2. Continue with alternative course delivery methods, including the potential for online course instruction.

3. Continue to work with Celene Fry to increase the program’s visibility and student recruitment.

4. Work with SPED faculty to alleviate problems with student advising.

**Recommendations for the Director of the School of Education**

*Dr. Jacalyn Weissenburger, Ph.D.*

*Director, School of Education*

1. Work with Registrar’s Office to ensure courses can be delivered in classrooms that meet the basic technological requirements of instructional faculty.

2. Explore the possibility of adding in faculty lines to replace recent retirements

**Recommendations for the Dean of the College of Education and Health and Human Studies**

Mary Hopkins-Best, Dean

1. Work with Registrar’s Office to ensure courses can be delivered in classrooms that meet the basic technological requirements of instructional faculty.

2. Explore the possibility of adding in faculty lines to replace recent retirements