

**Docket Item:**

University Program Approval: Eastern Oregon University, Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Undergraduate Generalist Special Education.

**Summary:**

Eastern Oregon University proposes a new degree program leading to a B.A./B.S. in Undergraduate Generalist Special Education. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

**Staff Recommendation:**

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

B.A./B.S. in Undergraduate Generalist Special Education at Eastern Oregon University.



## Proposal for a New Academic Program

**Institution: Eastern Oregon University (EOU)**

**College/School: Education**

**Department/Program Name: Education/Special Education Initial Teacher Licensure (SEITL) Program**

**Degree and Program Title: Special Educator License + BA/BS / Undergraduate Generalist Special Education**

### 1. Program Description

- a. *Proposed Classification of Instructional Programs (CIP) number.*

13.1001 Special Education and Teaching, General

- b. *Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.*

The College of Education (COE) at Eastern Oregon University (EOU) proposes a special education initial teacher licensure (SEITL)+ BA/BS program. The SEITL program is designed to be a 75 credit, comprehensive two-year program that combines coursework in core study areas and structured in-person and online student teaching experiences. The aim of the SEITL program is to prepare qualified, informed, and dynamic special educators to work in rural, 21<sup>st</sup> century schools. After completing this program, teacher candidates will have the skills necessary to: a) select from and deliver a variety of evidence-based special education practices; b) understand how to collect and use data to inform educational decisions; c) collaborate effectively with families, students, other educators, and outside service providers, and, d) adhere to the many legal and procedural aspects of special education.

SEITL program content was developed to ensure consistency with the four areas of best practice in special education teacher preparation identified by the Council for Exceptional Children (CEC) (2017) as *high-leverage practices* for promoting improved educational outcomes for students with disabilities. These practices are: collaboration, assessment, social/emotional/behavioral practices, and instruction. Additionally, program content is sensitive to factors associated with special education service delivery in rural communities and schools, both online and in person. Finally, the program development team has ensured that program content is in alignment with the *Teacher Standards and Practice Committee: Special Education Program Standards* (TSPC) and the *CEC Initial Preparation Standards*.

- c. *Course of study – proposed curriculum, including course numbers, titles, and credit hours.*

The 75 core curriculum credits of the SEITL program were designed to be completed in two years. To gain admittance, students will have three options: 1) Satisfy lower division general education requirements by meeting all Associate of Arts Oregon Transfer (AAOT) degree requirements; 2) Satisfy lower division general education requirements by meeting all of EOU's Multidisciplinary Studies Degree; 3) Satisfy lower division general education requirements at a different university.

At the outset of the program, SEITL students enroll in 3 courses alongside students in EOU's Undergraduate Elementary, initial teacher licensure program (see EDU 311, EDU 313, & EDU 315 in the table below). Since effective collaboration with other general education practitioners is a critical component of special education, the development team believes it is important to give both general and special education teacher candidates opportunities to network with one another early in their respective programs. And as the program matures, we will continue seeking out additional collaborative opportunities. Regarding the core curriculum progression outlined in the table below, each successive term's courses will expand on the material covered in previous terms. Additionally, the specific focus of each of the 6 field experiences is consistent with the course content teacher candidates will be exposed to each term, so that they have the opportunity to put into practice what they are learning in the classroom.

<b>Course Number</b>	<b>Courses</b>	<b>Credits</b>
EDU 311	Teaching as a Profession	1
EDU 313	Development and Individual Differences	3
EDU 315	Educational Technology	2
SPED 316	Theories and Characteristics of Exceptionality	3
SPED 317	Special Education and the Law	2
SPED 309A	Practicum I: Professional Introduction to the School Year	1
SPED 318	Issues in Special Education	2
SPED 319	Foundations of Assessment in Special Education	3
SPED 320	IEP Development and Implementation	3
SPED 321	Classroom and Behavior Management, I	3
SPED 325	Families, Professionals, and Exceptionality	2
SPED 309B	Practicum II: Academic Skills Focus	1
SPED 322	Math Assessment and Instruction for Exceptional Learners	3
SPED 323	Reading & Writing Assessment and Instruction for Exceptional Learners I: Elementary	3
SPED 324	Classroom and Behavior Management, II	4
SPED 309C	Practicum III: Academic Skills Focus (Mathematics Intervention)	1
ED 430	English Language Learner Knowledge, Skills, Abilities and Dispositions for All Educators	3
SPED 412	Reading & Writing Assessment and Instruction for Exceptional Learners II: Secondary	3
SPED 413	Evidence-based Curriculum and Instructional Design I: Mild to Moderate Disabilities	4
SPED 414	Collaboration, Teaming, and Consultation, in Special	2

	Education	
SPED 409A	Practicum IV: Academic Skills Focus (Literacy Intervention)	1
SPED 415	Career Development and Transition Planning for Exceptional Learners	4
SPED 416	Evidence-based Curriculum and Instructional Design II: Moderate to Severe Disabilities	4
SPED 407A	Teacher Performance Seminar	3
SPED 409B	Practicum V: Functional Skills Focus (Transition)	1
SPED 417	Student Teaching	12
SPED 407B	Student Teaching Seminar	1
<b>TOTAL PROGRAM CREDITS</b>		<b>75</b>

- d. *Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).*

The SEITL program will primarily be an on-campus program, offered at EOU's La Grande campus, with online components. Regarding the online components, EOU utilizes Canvas as the online classroom delivery system. Canvas shells for each course will serve as the primary repository for course materials and will be the primary means for assignment submission.

The course offering schedule is as follows:

Course Number	Term/Courses	Credits
<b>FALL 1</b>		
EDU 311	Teaching as a Profession	1
EDU 313	Development and Individual Differences	3
EDU 315	Educational Technology	2
SPED 316	Theories and Characteristics of Exceptionality	3
SPED 317	Special Education and the Law	2
SPED 309A	Field Experience: Professional Introduction to the School Year	1
<b>TOTAL TERM CREDITS</b>		<b>12</b>
<b>WINTER 1</b>		
SPED 318	Issues in Special Education	2
SPED 319	Foundations of Assessment in Special Education	3
SPED 320	IEP Development and Implementation	3
SPED 321	Classroom and Behavior Management, I	3
SPED 309B	Field Experience: Academic Skills Focus (Assessment)	1
<b>TOTAL TERM CREDITS</b>		<b>12</b>
<b>SPRING 1</b>		
SPED 325	Families, Professionals, and Exceptionality	2
SPED 322	Math Assessment and Instruction for Exceptional Learners	3
SPED 323	Reading & Writing Assessment and Instruction for Exceptional Learners I: Elementary	3
SPED 324	Classroom and Behavior Management, II	4

SPED 309C	Field Experience: Academic Skills Focus (Mathematics Intervention)	1
<b>TOTAL TERM CREDITS</b>		<b>13</b>
<b>FALL 2</b>		
ED 430	English Language Learner Knowledge, Skills, Abilities and Dispositions for All Educators	3
SPED 412	Reading & Writing Assessment and Instruction for Exceptional Learners II: Secondary	3
SPED 413	Evidence-based Curriculum and Instructional Design I: Mild to Moderate Disabilities	4
SPED 414	Collaboration, Teaming, and Consultation, in Special Education	2
SPED 409A	Field Experience: Academic Skills Focus (Literacy Intervention)	1
<b>TOTAL TERM CREDITS</b>		<b>13</b>
<b>WINTER 2</b>		
SPED 415	Career Development and Transition Planning for Exceptional Learners	4
SPED 416	Evidence-based Curriculum and Instructional Design II: Moderate to Severe Disabilities	4
SPED 407A	Teacher Performance Seminar	3
SPED 409B	Field Experience: Functional Life Skills Focus (Transition)	1
<b>TOTAL TERM CREDITS</b>		<b>12</b>
<b>SPRING 1</b>		
SPED 417	Student Teaching	12
SPED 407B	Student Teaching Seminar	1
<b>TOTAL TERM CREDITS</b>		<b>13</b>
<b>Total Program Credits</b>		<b>75</b>

e. *Adequacy and quality of faculty delivering the program.*

The COE has faculty that can meet the needs of the SEITL program. The program will utilize full-time and adjunct faculty to provide the expertise and teach the specialized skills within the program.

**Jerred Jolin, Ph.D.**

**Assistant Professor, College of Education; Special Educator Endorsement Program Coordinator; SEITL Program Coordinator**

Dr. Jerred Jolin will coordinate the SEITL program. Dr. Jolin has taught special education courses as a faculty member in the COE at EOU since 2019. Prior to this time, Dr. Jolin served as Postdoctoral Scholar at the Berkeley Evaluation and Assessment Research Center at the University of California, Berkeley (UCB). Additionally, Dr. Jolin has held the role of adjunct professor at San Francisco State University (SFSU) where he taught courses in the Department of Special Education. Other relevant teaching experiences include three years as a graduate student instructor in the Department of Psychology at University of California, Berkeley, and one year as an Instructor in Foothill College's Tools for Transition and Work program, a community college program for young adults with a variety of disabilities. Finally, Dr. Jolin worked for 6 years in the capacity of an in-home Applied

Behavior Analysis therapist to children and adolescents with autism spectrum disorder, in addition to two years providing employment services for young adults with disabilities. Dr. Jolin received his Ph.D. in 2018 from the Joint Doctoral Program in Special Education at UCB and SFSU. His research focused on the application of innovative approaches to educational measurement and assessment to the development of measures of soft skill proficiency for transition-age high school students in special education.

**Rae Ette Newman, Ph.D.**

**Chair, College of Education; Master of Arts in Teaching Program Coordinator; Early Childhood Education Program Coordinator; Director of Accreditation**

Dr. Rae Ette Newman earned her doctorate in Special Education with an emphasis in early childhood education from the University of Nevada Las Vegas in 2013. She received her M.Ed. in 2006 at the University of Nevada Las Vegas with an emphasis in autism and cognitive disabilities. She received her B.A. from the University of Wisconsin Oshkosh with a dual major in education: prek-grade 3 (birth- age 11) and special education early childhood (birth – age 8). She is the coordinator of the Early Childhood Education Program at EOU and has taught for both undergraduate and graduate teacher preparation programs. Her research interests include early childhood education programs, early childhood teacher education, and literacy. Dr. Rae Ette Newman has previously taught pre-kindergarten for six years in a Title 1 school located in an urban setting and in an early childhood special education setting specifically designed for young children diagnosed with autism.

**Ronda Fritz, Ph.D.**

**Associate Professor, College of Education; Clinical Partnership Coordinator**

Ronda Fritz is an Associate Professor of Education, specializing in elementary education and early literacy instruction. Prior to coming to EOU, Ronda was a K-12 teacher for 19 years. She taught kindergarten, Title I Reading, middle school Language Arts, 4th and 5th grade, and ended her K-12 teaching career as a Reading specialist, where she discovered a passion for developing systems and interventions for improving outcomes for struggling readers. This passion led her to University of Oregon's Special Education department where she received her Ph.D. in 2016. Her research interests include prevention and intervention of reading difficulties, teacher preparation, and the link between behavior and academic outcomes. Ronda is currently investigating the validity and reliability of an observation tool for measuring instructional implementation in small group interventions.

Ronda currently serves as Secretary for the Oregon Council for Exceptional Children. She is also a member of the Council for Learning Disabilities and serves as a mentor for early career faculty who are members of the Council.

**Brandon Monroe, Ph.D.**

**Associate Professor, College of Education**

Dr. Brandon Monroe is an Associate Professor in EOU's Elementary Education Program where he specializes in literacy development and interventions. He received his PhD in Special Education from the University of Washington. Because of his background in special education, Brandon teaches courses in child development and special education. Additionally, Dr. Monroe supervises teacher candidates during their practicum and student teaching experiences.

Additional faculty will be included into the program as demand increases and expertise in the field allows.

f. *Adequacy of faculty resources – full-time, part-time, adjunct.*

The COE has full-time tenure-track faculty that can meet the needs of the SEITL program. Additional faculty and adjunct faculty will teach courses based on their area of expertise related to special education. For the first two years of the SEITL program, a faculty FTE of 2 is projected. As enrollment increases (years 3 and 4), FTE will increase to 3.

g. *Other staff.*

The COE anticipates that no additional staff is necessary for this program. The SEITL Program will utilize existing staff within the college.

h. *Adequacy of facilities, library, and other resources.*

- a. Pierce Library
- b. Financial Aide
- c. Academic Advising
- d. Tutoring
- e. Writing Center
- f. Student Success and Engagement
- g. Disability Services
- h. IT/Computing Support

i. *Anticipated start date.*

The anticipated start date for the SEITL Program is Fall of 2021

## 2. Relationship to Mission and Goals

a. *Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.*

The SEITL program supports both the COE's mission to "create a community-oriented environment conducive to professional development and life-long learning" and EOU's mission to promote "...student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world." This will be accomplished by providing a quality, comprehensive program created to meet the needs of future students in an evolving and growing field. Finally, the tight-knit, supportive student experience offered at EOU will aid in the effort to recruit teacher candidates from traditionally underrepresented culturally and linguistically diverse backgrounds.

b. *Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.*

The SEITL program has assured quality by aligning all coursework with the TSPC: *Special Education Program Standards*, the CEC: *Initial Preparation Standards*, and the CEC: *High-Leverage Practices* for promoting improved educational outcomes for students with disabilities. Access to the program will be ensured in the following ways. First, students requiring course accommodations can utilize EOU's disability services on campus. Academic advising will provide all students with the support they need to develop a plan for ensuring successful

completion of the SEITL program's requirements. Additionally, all students will have access to the tutoring and writing centers on campus toward the end of achieving academic success.

The SEITL program will be attractive to a variety of students. First, the program will be desirable to students from traditionally underrepresented culturally and linguistically diverse backgrounds in the field of special education. Additionally, the program will be accessible to students transferring from community colleges, non-traditional returning students, and first-generation students. EOU has developed working relationships with local community colleges to provide the supports necessary for apprehensive students who are interested in transferring. Additionally, EOU faculty will work closely with community college personnel to collaborate and work with existing cohorts at this level. Furthermore, EOU has additional opportunities to attract students, including Pathways to Teaching and Eastern Promise. Both of these programs attract individuals from traditionally underrepresented culturally and linguistically diverse backgrounds to successfully participate in and prepare for postsecondary educational opportunities at EOU.

The COE faculty at EOU have built relationships with local stakeholders such as Intermountain Educational Service Districts (IMESD), Regional Educational Networks (RENS), and local school districts. Many of these stakeholders have attested to the importance of developing a special education initial teacher licensure program in the eastern region of the state that meets the needs of traditionally underrepresented students in the field of special education. EOU has been invited to share information about the SEITL program when it becomes available.

- c. *Manner in which the program meets regional or statewide needs and enhances the state's capacity to:*
  - i. *improve educational attainment in the region and state;*

The SEITL program offered at EOU is the only four-year university program of its kind serving the eastern region of the state. The program meets the needs of the state and region by providing quality learning opportunities to increase the number of qualified special education teacher candidates capable of meeting the educational needs of the rural regions of the state. Additionally, community stakeholders such as the IMESD who serve nearly 23,000 students across four counties, many of whom are children with special needs, have testified to the need for such quality educators. Finally, the SEITL program development team has ensured that, when relevant, each of the core curriculum courses utilizes evidence-based practices (EBPs) in special education, with an emphasis of the implications these have on creating meaningful and effective learning experiences for students with disabilities.

As it currently stands, a student how is interested in obtaining initial teacher licensure + special educator endorsement from EOU must first complete the Undergraduate Elementary Education initial teacher licensure for elementary grades and then enroll in and complete EOU's special educator endorsement program. This amounts to a 5.5-year time commitment. The SEITL program will require a 4-year time commitment. We believe that this reduced time commitment will enhance the state's capacity to improve educational attainment, since by reducing the number of years required to obtain special education initial teacher licensure, it is likely that the probability of students attaining this educational/professional goal will increase.

- ii. *respond effectively to social, economic, and environmental challenges and opportunities;*



Since the majority of Oregon's eastern region is rural, the SEITL program development team was sensitive to the unique social, economic, and environmental needs of such communities. To begin, regarding the economic challenges that are characteristic of rural communities, research has shown that one of the most productive approaches for reducing attrition of rural special education teachers, and thereby the economic costs to school districts associated with (a) high teacher turnover and (b) the need to train and hire teachers who may be inadequately experienced to provide effective special education services, is to provide training in communities that are similar to those in which teacher candidates live. However, since there are currently no on-campus, special educator preparation programs in the eastern region of the state, students desiring to receive this training must attend programs in the more urban, western region of the state. So, in addition to reducing economic hardships on rural school districts, EOU's proposed SEITL program will also provide professional training opportunities for students who may lack the wherewithal to relocate to parts of the state where cost of living is considerably higher.

Second, the decision to offer EOU's SEITL program on-campus is in remaining consistent with what the research has shown to be an additional best-practice for reducing attrition of rural special education teachers, i.e., reducing teacher candidates' sense of social and professional isolation by providing opportunities for them to interact with one another.

Finally, the SEITL program has the potential to capitalize on some of the social and environmental opportunities that rural communities present. One example of how this will be accomplished is by actively recruiting students from traditionally underrepresented culturally and linguistically diverse backgrounds to meet the state's need for a more diverse and representative special educator workforce. The unique cultural and socioeconomic experiences of such groups is an important source of social capital that can be applied toward the end of engaging and gaining buy-in from students with similar sociocultural experiences.

*iii. address civic and cultural demands of citizenship.*

While there are differences of opinion on what is entailed by "responsible citizenship," general virtues such as courage, law-abidingness; social virtues such as independence and open mindedness; economic virtues such as work ethic and adaptability to economic and technological change; and political virtues such as capacity to discern and respect the rights of others and willingness to engage in public discourse mark a few of the more dominant themes in this domain. The SEITL program at EOU will enhance the state's capacity for meeting these demands in a few ways. First, by virtue of the fact that the focus of this program is on special education, teacher candidates will necessarily be required to be familiar with the legal aspects of the field and the procedural requirements they imply, as they impact the educational rights of students with disabilities. Throughout the program then, teacher candidates will be provided with multiple learning experiences that contribute to the development of the social and political virtues exemplified above. Additionally, the level of academic rigor to which teacher candidates will be held accountable will draw heavily upon (and, in turn, further develop) a strong work ethic. Finally, the very significant changes to the delivery of educational services brought upon by Covid-19 have necessitated incorporating strategies for adapting to the increased significance of technology in the role service delivery.

### **3. Accreditation**

a. *Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.*

- Teacher Standards and Practices Commission (TSPC)
- Association for Advancing Quality in Educator Preparation (AAQEP)

b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.*

The SEITL program meets professional accreditation standards. All course outcomes and coursework within the SEITL program are aligned with TSPC and AAQEP professional standards.

c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.*

NA

d. *If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.*

It is proposed that the SEITL program will achieve TSPC and AAQEP accreditation. Toward this end, the SEITL program will follow the requirements of already established EOU, COE accreditation procedures. The program will be included upon TSPC approval and followed-up on two-years after the program's inception. Finally, the SEITL program will be included in the COE's next TSPC accreditation cycle and AAQEP cycle.

#### 4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Year	Headcount	FTE	Student/FTE Ratio
2020-2021	0	1	0
2021-2022	15	2	7.5
2022-2023	15	2	7.5
2023-2024	20	3	6.7
2024-2025	40	3	13.3

b. *Expected degrees/certificates produced over the next five years.*

Over the course of the first 5 years of the program, the SEITL program anticipates producing 53 BA/BS degrees and initial teacher licenses.

c. *Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).*

d. The development team predicts a mix of traditional and nontraditional, resident, full-time students.

e. *Evidence of market demand.*

Nationwide, employment of special education teachers is projected to grow 3 percent from 2019 – 2029, which is about as fast as the average for all occupations (U.S. Bureau of Labor Statistics, 2020). However, given federal regulations that require states to actively seek out, identify, assess, and serve *all* students with disabilities (i.e., the Individuals with Disabilities Education Act (2004), Child Find requirement), the demand for special education services will likely grow at a greater rate. Unfortunately, many states are currently experiencing shortages of qualified special education teachers and so are forced to meet this demand by hiring less-qualified personnel. For example, in California many of the 800,000 special education students in that state will be taught by teachers who haven't completed teacher preparation programs or have received only partial training (EdSource, 2020).

In the state of Oregon, a 2017 report by the U.S. Department of Education Office of Postsecondary Education showed that Special Education in some of the most rural counties of in the state were classified as Teacher Shortage Areas (TSA). A TSA is defined as “an area of specific grade, subject matter or discipline classification, or a geographic area in which it is determined that there is an inadequate supply of elementary or secondary school teachers” (p.3). An additional finding reported by the U.S. Department of Education shows that for the 2020-2021 school year, Oregon has reported general teacher shortages and subject teacher shortages in areas that include special education. Finally, a recent Oregon Secretary of State's audit revealed that there is a lack of resources for students in Oregon who have disabilities—of the 80,000 k-12 students who were identified as experiencing disabilities in 2018-2019, the audit claims that only one-third of them received an adequate level of services. This was especially true for those students who attended rural schools.

At a more local level, in his outreach work with the IMESDs, RENs, and school districts in the eastern part of the state, the Dean of the College of Education at EOU has reported that key stakeholders within these organizations consistently report the importance of starting a special education initial teacher licensure program in the eastern region of the state.

f. *If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).*

There are no comparable Oregon public university programs in this region of the state (see 6a, below).

g. *Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?*

- Continuous evaluation of course assessments will be utilized throughout the SEITL program as required for accreditation.
- In each term of the program, teacher candidates will participate in supervised field-experiences under the guidance of a qualified, mentor teacher, and the observation of a COE university supervisor. During their final term, teacher candidates will participate in a 10-week field experience in which they will fulfill all the roles and responsibilities of a special education teacher. This culminating experience will also be supervised by a qualified, mentor teacher and COE university supervisor.
- Program graduates will be surveyed annually (for 5 years) to determine the impact of the SEITL program.

- As discussed in 4d above, it is anticipated that graduates of the SEITL program will pursue career paths as special education teachers, given the consistent need for qualified individuals to take on these roles in the state of Oregon.

## 5. Outcomes and Quality Assessment

### a. *Expected learning outcomes of the program.*

The expected learning outcomes of the SEITL program are directly in line with those established in 2017 by the CEC as high-leverage practices in special education teacher preparation programs. They include:

- Teacher candidates will demonstrate the ability to be effective collaborators:
  - Collaborate with professionals to increase student success.
  - Organize and facilitate effective meetings with professionals and families.
  - Collaborate with families to support student learning and secure needed services.
- Teacher candidates will demonstrate the ability to use assessment effectively:
  - Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
  - Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
  - Use assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- Teacher candidates will demonstrate the ability to effectively implement social, emotional, and behavioral practices:
  - Establish consistent, organized, and respectful learning environments.
  - Provide positive and constructive feedback to guide students' learning and behavior.
  - Teach social behaviors.
  - Conduct functional behavioral assessments to develop individual student behavior support plans.
- Teacher candidates will demonstrate the ability to use evidence-based instructional practices:
  - Identify and prioritize long- and short-term learning goals.
  - Systematically design instruction toward a specific learning goal.
  - Adapt curriculum tasks and materials for specific learning goals.
  - Teach cognitive and metacognitive strategies to support learning and independence.
  - Provide scaffolded supports.
  - Use explicit instruction.
  - Use flexible grouping.
  - Use strategies to promote active student engagement.
  - Use assistive and instructional technologies.

- Provide intensive instruction.
- Teach students to maintain and generalize new learning across time and settings.
- Provide positive and constructive feedback to guide students' learning and behavior.

Additionally, all graduates of EOU's proposed SEITL program will meet each of the College of Education's Educator Preparation Program Outcomes. These include the abilities to:

- Justify instructional decisions based on the academic and cultural needs of individual learners and knowledge of developmental and communication patterns;
- foster a positive, low-risk learning environment for all learners;
- apply understanding of their content areas with sufficient breadth and depth to support student literacy development and learning as defined by state and national standards;
- apply the practice of pedagogy to engage all learners;
- exhibit the established dispositions of a professional educator in a culturally responsive manner;
- support the academic and linguistic needs of language learners;
- support the needs of learners with exceptionalities in the least restrictive environment;
- use instructional technology and engage students in appropriate technologies to support learning;
- teach reading effectively to all elementary students, including instruction in dyslexia and language acquisition;
- incorporate information literacy outcomes to support student learning as defined by state and national learning standards.

*b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.*

Learning Outcomes are aligned with TSPC, CEC Initial Preparation Standards, and EOU's COE Educator Preparation Program Outcomes. Course assignments, in turn, are aligned to one or more learning outcomes. The development team did this to ensure the focus of the program was in line with the development of valid teacher candidate characteristics, dispositions, and skills.

Additionally, course content and assignments will undergo revisions as needed, in light of student ratings of relevancy and the quality of work performance they produce. Finally, feedback from development partners in EOU's College of Education and local special educators will be utilized to further refine curriculum and instruction.

*c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.*

Expectations for program faculty are determined and applied based on the current EOU collective bargaining agreement.

## **6. Program Integration and Collaboration**

*a. Closely related programs in this or other Oregon colleges and universities.*

Portland State University offers a BA/BS in Special Education + Licensure program. The program is completed through a combination of face-to-face coursework and clinical field experiences. The program includes 180 credits that can be completed in four years (full-time study) or six years (part-time study). As a generalist program, it offers preparation to teach students across a wide range, including students age 3 through 21 and those who have more significant disabilities requiring extensive supports. Additionally, it offers a number of other endorsement and licensure programs in the field of special education.

University of Oregon offers a special education undergraduate program for students who plan to pursue a career teaching in general or special education, are interested in working with individuals with disabilities in non-school settings, or who are interested in issues concerning people with special needs. The minor requires the completion of 24 credits, with a required 13 credits being SPED prefix courses. To obtain a certificate in the foundations of special education, students must complete a minimum of 36 credits of required courses. Additionally, the university offers a Master's + Licensure program, in which students choose between a MA, MS, or M.Ed while also completing licensure coursework.

Western Oregon University offers a M.S. in Education: Special Education K-12 program for individuals who already hold a bachelor's degree. The program requires a minimum of 45 credits, takes two years to complete, and utilizes a professional portfolio review to assess student ability. Additionally, the university offers a special educator I endorsement program for individuals who hold or are eligible to hold a valid initial teaching license. The university also offered an early interventionist/special education II endorsement program, which was discontinued as of the beginning of the 2019 summer term.

- b. *Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.*

Other programs are similar to the program at EOU, however they do not meet the needs of our student population and region. EOU is the only state, four-year university serving students in the eastern region of the state.

EOU is committed to collaborating with community colleges and other universities. We participate in ongoing communication between community colleges and other universities and participate in the annual Grand Articulation Summit. During this meeting, a variety of stakeholders from the community, community colleges, and universities discuss and plan how to better meet the needs of the state's students and the demands of the workforce to develop highly qualified individuals.

- c. *If applicable, proposal should state why this program may not be collaborating with existing similar programs.*

NA

- d. *Potential impacts on other programs.*

NA

## 7. External Review

*If the proposed program is a graduate level program, follow the guidelines provided in External Review of New Graduate Level Academic Programs in addition to completing all of the above information.*

NA

*Revised May 2016*

**Institution: Eastern Oregon University**

**Program: Special Educator License + BA/BS/Undergraduate Generalist Special Education**

Action: At the **February 16, 2021** meeting, the Statewide Provosts Council approved a new program for **Eastern Oregon University, Special Educator License + BA/BS/Undergraduate Generalist Special Education** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Eastern Oregon University** Board of Trustees approved the **Special Educator License + BA/BS/Undergraduate Generalist Special Education** program at its **February 18, 2021** meeting.

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**Eastern Oregon University**

Sarah Witte, provost

Approved  
 Opposed  
 Abstained



**Oregon Health & Science University**

Elena Andresen, interim provost

Approved  
 Opposed  
 Abstained



**Oregon State University**

Ed Feser, provost

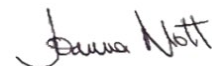
Approved  
 Opposed  
 Abstained



**Oregon Tech**

Joanna Mott, provost

Approved  
 Opposed  
 Abstained



**Portland State University**

Susan Jeffords, provost

Approved  
 Opposed  
 Abstained



**Southern Oregon University**

Susan Walsh, provost

Approved  
 Opposed  
 Abstained



**University of Oregon**

Patrick Phillips, provost

Approved  
 Opposed  
 Abstained



**Western Oregon University**

Rob Winningham, provost

Approved  
 Opposed  
 Abstained

