

**DEPARTMENT OF EXCEPTIONAL EDUCATION  
ASSESSMENT PLAN  
Special Education: Childhood, M.S. Ed.**

<b>Student Learning Objective (SLO)</b>	<b>Courses* Resulting in Outcomes/Goals</b>	<b>Activities Resulting in Outcomes/Goals</b>	<b>Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives</b>	<b>Timetable</b>
1. Teacher Candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	EXE 500, EXE 520/620, EXE 631, EXE 636	Exams, papers, in-class discussions, oral presentations, data collection projects, interviews, case studies	Grade of C or above in course; Behavior Change Project, IEP & Family Project, social skills project?. <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	Each semester
2. Teacher Candidates will create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	EXE 502, EXE 504, EXE 636, EXE 634, EXE 682	Exams/quizzes, class projects, lesson plans, lesson delivery, case studies, class participation in discussion, research presentations.	Grade of C or above in course; Exams/Quizzes; Lesson Plan Design & Delivery; Behavior Change Project <i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	Each semester
3. Teacher Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	EXE 502, EXE 520/620, EXE 631, EXE 632, EXE 633, EXE 636	Exams/quizzes, lesson planning, research papers, adapt assignments, case studies	Grade of C or above in course; Exams/Quizzes; Behavior Change Project, Script development, Synthesis Paper, Strategy Development Presentation, Adaptation Assignment, Individualized Education Program assignment <i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	Each semester
4. Teacher Candidates will use multiple methods of assessment and data-sources in making educational decisions.	EXE 501, EXE 504, EXE 631, EXE 682, EXE 690	Curriculum based measurement, lesson planning, lesson delivery, in class discussions, research papers/projects, oral presentations	Lesson Plan Design & Delivery, Data Driven Intervention Plan, Data-based Decision Making Project (Master's Project) <i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	Each semester

<p>5. Teacher Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>EXE 502, EXE 682, EXE 504, EXE 631, EXE 632, EXE 633, EXE 684</p>	<p>Case studies, research projects, lesson planning, lesson delivery, in class discussions, presentations</p>	<p>Behavior Change Project, Lesson Plan Design &amp; Delivery, script development, research papers, adaptation assignments, case studies, Data Driven Intervention Plan (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i>)</p>	<p>Each semester</p>
<p>6. Teacher Candidates will use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>EXE 628, EXE 634, EXE 684, EXE 690</p>	<p>Presentations, discussions, research papers, exams</p>	<p>Collaboration &amp; Inservice Project, Literature Review, Behavior Change Project, Data-based Decision Making Project (Master's Project), Research Presentation, Disposition evaluation, (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i>)</p>	<p>Each semester</p>
<p>7. Teacher Candidates will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<p>EXE 628</p>	<p>Presentations, collaborative projects, in class discussions</p>	<p>Collaboration &amp; Inservice Project (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i>)</p>	<p>Each semester</p>

*\* COURSE TITLES:*

*PRELIMINARY COURSES (0-18 CREDIT HOURS)*

*REQUIRED FOR STUDENTS WITHOUT PROVISIONAL/INITIAL CERTIFICATION IN SPECIAL EDUCATION*

- EXE 500 INDIVIDUALS WITH SPECIAL NEEDS*
- EXE 501 EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION*
- EXE 502 CONTINGENCY MANAGEMENT*
- EXE 503 INSTRUCTIONAL STRATEGIES FOR INDIVIDUALS WITH MILD DISABILITIES*
- EXE 504 GRADUATE PRACTICUM IN SPECIAL EDUCATION*

*REQUIRED COURSES (24-27 CREDIT HOURS)*

- EXE 520 TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS (3)*
- OR EXE 620 ADVANCED TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS*
- EXE 628 COLLABORATION AND CONSULTATIVE PRACTICES IN INCLUSIVE SETTINGS (3)*
- EXE 631 ADAPTING LANGUAGE ARTS AND READING INSTRUCTION FOR STUDENTS WITH MILD DISABILITIES (3)*
- EXE 632 DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS (3)*
- EXE 633 ADAPTING CONTENT AREA INSTRUCTION FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES (3)*
- EXE 634 APPLIED BEHAVIOR ANALYSIS (3)*
- EXE 636 PROMOTING EFFECTIVE SOCIAL INTERACTIONS IN THE SCHOOLS (3)*
- EXE 682 INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION 1 (3-9)*
- EXE 684 GRADUATE SEMINAR IN EXCEPTIONAL EDUCATION (3)*

*MASTER'S PROJECT OR MASTER'S THESIS (3-6)*

- EXE 690 MASTER'S PROJECT (3-6)*
- OR EXE 695 MASTER'S THESIS*

*ELECTIVE COURSES (0-3 CREDIT HOURS) (2)*

*SELECT UP TO ONE FROM THE FOLLOWING: (3 each)*

- EXE 530 PARENT AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION PROGRAMS*
- EXE 534 UNDERSTANDING STUDENTS WITH BEHAVIOR PROBLEMS IN THE CLASSROOM*
- EXE 544 MODELS OF CLASSROOM DISCIPLINE FOR STUDENTS WITH DISABILITIES*
- EXE 627 TRANSITION FROM SCHOOL TO ADULT COMMUNITY LIFE*
- EXE 644 ADVANCED BEHAVIOR ANALYSIS FOR CHALLENGING BEHAVIORS*
- EXE 650 ASSESSMENT OF YOUNG CHILDREN WITH DISABILITIES*
- EXE 652 INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION*

**DEPARTMENT OF EXCEPTIONAL EDUCATION  
CURRICULUM MAP  
Special Education: Childhood, M.S. Ed.**

<b>Student Learning Objective (SLO)</b>	<b>EXE 500</b>	<b>EXE 501</b>	<b>EXE 502</b>	<b>EXE 503</b>	<b>EXE 504</b>	<b>EXE 520/620</b>	<b>EXE 628</b>	<b>EXE 631</b>	<b>EXE 632</b>	<b>EXE 633</b>	<b>EXE 634</b>	<b>EXE 636</b>	<b>EXE 682</b>	<b>EXE 684/690</b>	<b>Assessment (CAEP)</b>
1. Learner Development Teacher Candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	I			I	M	R		R						M	NYSTCE, IEP & Family Project, Behavior Change Project
2. Teacher Candidates will create safe, inclusive, culturally responsive <b>learning environments</b> so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.			I		M						R	R	M		Behavior Change Project
3. Teacher Candidates will use knowledge of <b>general and specialized curricula</b>			I		M	R		R	R	R		R			Intervention Plan, DDIP

<p><b>to individualize</b> learning for individuals with exceptionalities.</p>															
<p>4. Teacher Candidates will use multiple methods of <b>assessment</b> and data-sources in making educational decisions.</p>	I, R, M		R	M	R		R						R	M	<p>Intervention Plan, DDIP, IEP &amp; Family Project, Lesson Plan Design &amp; Delivery (reflection)</p>
<p>5. Teacher Candidates will select, adapt, and use a repertoire of <b>evidence-based instructional strategies</b> to advance learning of individuals with exceptionalities.</p>	I		R	M			R	R	R	R			M	M	<p>Intervention Plan, Behavior Change Project, Lesson Plan Design, DDIP</p>
<p>6. Teacher Candidates will use foundational knowledge of the field and the their <b>professional Ethical Principles and Practice Standards</b> to inform special education practice, to engage in <b>lifelong learning</b>, and to <b>advance the profession</b>.</p>	I						R						R	M	<p>Collaboration &amp; Inservice Project</p>
<p>7. Teacher Candidates will <b>collaborate</b> with families, other educators, related service providers, individuals with exceptionalities, and personnel from</p>							I, R, M								<p>IEP &amp; Family Project, Collaboration &amp; Inservice Project</p>

community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.																
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*I = Introduced R = Reinforced M = Mastered*