

UNIVERSITY OF NEW MEXICO

DEPARTMENT OF EDUCATIONAL SPECIALTIES

SPECIAL EDUCATION PROGRAM

SELF STUDY

UNIT REVIEW

Fall 2001 - Spring 2012

Prepared by Liz Keefe with the Faculty and Staff of the
Special Education Program

October 2012

Executive Summary/Abstract

According to the federal *Individuals with Disabilities Education Act* (IDEA), special education refers to “specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability ...” (IDEA 2004, section 1401(29)). This simple definition belies the critical nature of special education to the learning and often very lives of millions of children with disabilities and their families. The law mandates a “zero reject” policy, in that all children, regardless of the nature or severity of their disability, must be provided special education and related services in a free appropriate public education in the least restrictive environment.

The UNM College of Education, through its Special Education program, has been responding to this significant challenge for more than 40 years. Although New Mexico was the last state to agree to sign on to the original federal special education law, P.L. 94-142, and did so only in 1981, the eventual willingness of the state to pursue the mandate was partially a result of leadership and training from the excellent Special Education program at UNM. This is but one example of the important role that the UNM Special Education program has played in the state’s efforts to meet the needs of all students.

Through the years, the UNM Special Education program has nimbly generated and responded to new paradigms for serving New Mexico’s children and families; new research on teaching and learning; changed public policies and funding strategies; and strategic collaborations with families, individuals with disabilities, schools, districts, and the state to make the spirit of the law a reality for children with disabilities. This living messy process requires a reflective university program faculty who can recognize and anticipate rapid changes in the field in order to prepare 1) outstanding special education teachers who have

the skills and vision to teach; 2) educational diagnosticians to diagnose disabilities and integrate assessment with teaching; 3) ancillary personnel such as Applied Behavior Analysts and Autism experts to address complex social, communication and behavioral needs; and 4) researchers, academics, and leaders who can take the field to its next highest level. This also requires college leaders who share and support the vision, and a supportive university administration. We have been fortunate in every instance.

The following self-study of the UNM Special Education Program demonstrates the level of reflection required to see, change, and evaluate for the future. This self-study contains descriptions of the program's history and context, degree programs and curricula, student performance measures, institutional contributions, student profile and support data, faculty matters, facility and resource bases, program comparisons, future directions, and a summary of immediate and long range plans. More important, this self-study documents the long-term discussions of values and goals, ongoing assessment of context, students and curriculum, and genuine program responsiveness to the data, and then initiates dialog and critique from colleagues and external experts to grow better.

I am pleased to receive this reflective self-study of the Special Education Program, and I look forward to working with them and our College of Education to continue to improve in order to meet the important challenges of the future.

Ruth Luckasson, Chair

Department of Educational Specialties

Distinguished Professor

Table of Contents

Section		Page
1	General Program Characteristics	6
2 & 3	Degree Programs and Curricula Results of Assessing Student Learning	21
4	Institutional Contributions	67
5	Student Profile and Support Data	70
6	Faculty Matters	78
7	Resource Bases	92
8	Program Comparisons	106
9	Unit's Future Direction	117

Tables and Figures

Table		Page
1	Relationship of Faculty Activities to COE and UNM Core Values	9
2	BSED Special Education/Elementary Education Requirements	22
3	Graduate Licensure and M.A. Courses	37
4	Ph.D. Student Progress Grid	54
5	Special Education Minor Coursework	57
6	Student Credit Hours 2002-2011	76
7	Part Time Instructors	79
8	Expertise and Teaching - Current Full-Time Tenure-Track Faculty	81
9	Expertise and Teaching - Current Full-Time Non-Tenured Faculty	83
10	Scholarship - Current Full-Time Tenure Track Faculty	85
11	Scholarship - Current Full-Time Non-Tenure Track Faculty	87
12	Scholarship - Tenure and Non-Tenure Track Full-Time Faculty No Longer with the Program	88
13	Service Examples - Current Full-Time Tenure Track Faculty	89
14	Service Examples - Current Full-Time Non-Tenure Track Faculty	90
15	Undergraduate Requirements Compared to Peer Institutions	110
16	Graduate Admission Requirements	114
 Figure		
1	Special Education Enrollments for BSED, Masters, and Ph.D. 2002-2011	71
2	Degrees awarded for BSED, Masters, and Ph.D. 2006-2011	72
3	Percentage of Minority Students 2002-2011	75
4	Dual License Application Evaluation Rubric	109

1. General Program Characteristics

Brief Overview of Special Education Program

Special Education became a distinct department at UNM in the College of Education in 1971. Prior to that time, Special Education was part of the Department of Counseling & Special Education. The creation of the distinct department occurred during a dramatic civil rights movement for children with disabilities and their families, and shortly before the historic 1975 passage of the federal Special Education law, P.L. 94-142. The passage of that federal law created a sea change in how children with disabilities were treated in schools and society; it mandated a Free Appropriate Public Education for all children with disabilities.

Dr. Gary Adamson was recruited from Kansas University and became the first chair of the new department in 1971. He soon recruited Dr. Jim Everett, Dr. Richard McDowell, Dr. Roger Kroth, Dr. Glen Van Etten, Carlene Van Etten, Dr. Henry Pepe, and Dr. Billie Watson to join the fast growing department. The seeds for the department had been planted a few years prior to Dr. Adamson's arrival when special education courses began to be taught by Dr. James Bransford and Dr. Marion Works [Shelton] in the Department of Counseling & Special Education. The Special Education Department grew to a high of approximately 17 tenure track special education faculty, under Dr. Adamson's and later Dr. Deborah Smith's leadership.

In 1992, the department of Special Education became a "program" within the Division of Educational Specialties, later changed to the Department of Educational Specialties, where it currently resides. An exodus of retiring faculty in the mid to late 1990s reduced the faculty to a low of 6 (Drs. Barrera, Blalock, Luckasson, Nielsen, Serna, Torres-Velasquez).

Today there are 13 full time Special Education faculty, including 10 tenure track (Drs. Collier, Copeland, Cosbey, Griffin, Keefe, Luckasson, Qi, Scherba de Valenzuela, Serna, Steinbrecher) and 3 Lecturers (Drs. Jarry, Kingsley, Moore). Dr. Nielsen submitted her retirement effective July 1, 2012. In addition, we have hired two new Visiting Assistant Professors for Special Education for 2012-13.

The program maintains two concentrations for the M.A. degree, Concentration I: Intellectual and Severe Disabilities, and Concentration II: Learning and Behavioral Exceptionalities. We offer a Ph. D. in Special Education. There are also three Transcribed graduate certificates: Instruction For Students With Intensive Social, Language, and Behavioral Needs , Applied Behavior Analysis, and the EdS in Special Education. In addition there is an Educational Diagnostician preparation program which is moving toward a transcribed certificate. At the undergraduate level, the program offers the BSED in Special Education – the Special Education Dual License Program and a non-teaching minor.

The demand for special education teachers and other experts including educational diagnosticians to assist students with disabilities and their families is intense and continuous. Approximately 41,404 students with disabilities (ages 6-21, 2010-11 SY) receive special education services in NM. That is approximately 12.5% of the 330,142 total students in NM schools (2011 SY). There are currently approximately 52 PhD students, 204 M.A. students, and 82 Undergraduate Dual License students. In addition, there are 15 undergraduates completing non-teaching minors in special education.

Vision and Mission

The vision of the Special Education Program is to facilitate the development of supportive, effective, and culturally responsive environments for individuals with special needs and their families.

The mission of the Special Education Program at the University of New Mexico is to improve educational opportunities and services for the following individuals and their families:

- Persons with exceptionalities
- Students at risk of school failure
- Others facing significant life challenges

The mission of our program is accomplished by the study and practice of teaching, research, and service in a variety of multicultural environments.

- We recruit and prepare competent and caring professionals and other personnel who serve individuals with exceptionalities and their families. Implicit in these activities is the belief that learning is a lifelong process.
- We conduct inquiry and disseminate research and information related to issues affecting individuals with exceptionalities and their families.
- We provide professional services to individuals with exceptionalities and their families, as well as to other stakeholders who play a key role in their lives.

In carrying out our mission we remain consistent with the College of Education in valuing excellence in all we do; diversity of people and perspective; relationships of service, accountability, collaboration, and advocacy; discussion and dissemination of ideas; and innovation in teaching, technology, and leadership.

Program Goals for the Next Five Years

In order to carry out our mission, our goals for the next five years are to:

1. Pursue grant funding at the state and national levels to support research, personnel preparation, and leadership.
2. Continue and build upon Interdisciplinary collaboration in COE and with other colleges at UNM.
3. Nurture existing, and develop new, collaborative relationships with schools, community agencies, organizations, and families.
4. Support our undergraduate and graduate students through continuously improving our teaching, mentoring, and advisement.
5. Achieve a maximum 3/2 course load for tenure track faculty.
6. Achieve national and international recognition for faculty research and scholarship.
7. Provide leadership to COE and UNM as a whole in the area of program and student assessment and using data-based decision making.
8. Incorporate the use of responsible technology throughout teaching, advising, field supervision, scholarship, and service activities.

Relationship to COE Core Values and UNM Core Values

The following table gives an overview of the major research, teaching, and service activities of the Special Education Program and how these are aligned with the UNM and COE Core Values.

Table 1. Relationship of Faculty Activities to COE and UNM Core Values

Core Value <i>*COE</i> <i>^UNM</i>	Scholarship	Teaching	Service
<i>*Advocacy</i> <i>^Access</i> <i>^Integrity</i>	Through scholarship we advocate for individuals with disabilities and their families.	We have classes that specifically address advocacy in schools, community and family settings.	Through service activities we advocate with and for individuals with disabilities and their families.
<i>*Building Professional Identities</i> <i>^Integrity</i> <i>^Respectful</i> <i>^Relationships</i>	We explore the importance of lifelong teacher and leadership preparation through scholarship.	Our program addresses the continuum of professional development from pre-service to advanced professional development.	Faculty provide professional development for school, community, and family partners.
<i>*Collaboration and Relationships</i> <i>^Respectful Relationships</i>	Our scholarship is collaborative in nature and also in scope. Our faculty address issues of state, national, and global importance.	We co-teach with other faculty, teachers, and community/family members. We model and teach collaborative skills across the program.	We seek out collaborative relationships with individuals with disabilities and their families, community agencies, and other stakeholder groups.
<i>*Dignity</i> <i>^Diversity</i> <i>^Freedom</i> <i>^Integrity</i>	Our scholarship respects the dignity of individuals with disabilities and their families.	Our teaching activities address competencies relating to ethics and the dignity of individuals with disabilities and their families.	We treat individuals with disabilities and their families with respect and dignity in all service activities.
<i>*Diversity and Social Justice</i> <i>^Diversity</i> <i>^Access</i> <i>^Freedom</i>	Our scholarship addresses directly issues of diversity and social justice.	Our teaching address competencies specifically related to diversity and social justice for individuals with disabilities and their families.	Through our service activities, we seek to address inequity in education and treatment for individuals with disabilities and their families.
<i>*New Mexico</i> <i>^Diversity</i> <i>^Access</i> <i>^Sustainability</i>	Our scholarship is relevant to the people of New Mexico as well as the broader national and international community.	Our teaching activities are informed by the local educational context and designed to meet the needs of individuals with disabilities from New Mexico and their families.	We provide service to individuals with disabilities and their families, community agencies, and other stakeholder groups in New Mexico.
<i>*Scholarship and Research</i> <i>^Excellence</i> <i>^Integrity</i> <i>^Freedom</i> <i>^Sustainability</i>	Our program faculty are committed to conducting and disseminating research that impact the lives of individuals with disabilities and their families.	We conduct research on our own teaching. We develop scholarship skills in our students at all levels.	We seek to include individuals with disabilities and their families in our scholarship activities where appropriate.
Core Value	Scholarship	Teaching	Service

*COE ^UNM			
* <i>Teaching and Learning</i> ^ <i>Excellence</i> ^ <i>Integrity</i> ^ <i>Sustainability</i> ^ <i>Freedom</i>	Our teaching activities address evidence-based practices. We are also committed to researching our own teaching practices and disseminating scholarship related to our program.	Our program is committed to the highest quality teaching, supervision, and advising to support our undergraduate and graduate students.	As faculty in the COE, we take our responsibility for supporting teaching and learning activities across the university and community very seriously. We recognize that teaching and learning are not contained within the walls of a classroom.

Relationship to the UNM Mission and Strategic Plan

The mission of the Special Education Program is consistent with the mission of the University of New Mexico which is “to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in *teaching, research, patient care, and community service*” (UNM Strategic Framework, P. 2). Our program is directly aligned with these *cornerstones of purpose* through the following commitments:

- **Teaching** - To recruit and prepare competent and caring professionals and other personnel who serve individuals with exceptionalities and their families. Implicit in these activities is the belief that learning is a lifelong process.
- **Research** - To conduct inquiry and disseminate research and information related to issues affecting individuals with exceptionalities and their families.
- **Community Service** - To provide professional services to individuals with exceptionalities and their families, as well as to other stakeholders who play a key role in their lives.

Our self-study report will show the ways in which the Special Education Program has implemented strategies to achieve the four strands of priority identified in the Strategic Framework (2008). The two strands that are most directly related to our work are student

success and systemic excellence. The strands of healthy communities and economic and community development are certainly impacted by the work of our program but sometimes the relationship is less direct.

Overview of Faculty, Staff, Students, and Community Participants

Currently the Special Education Program has 13 full time faculty members and two Visiting Assistant Professors. The six tenured faculty include one Distinguished Professor, two Full Professors and three Associate Professors. Four faculty hold the rank of Assistant Professor and are not yet tenured. Three faculty hold the rank of Lecturer III and are not tenure track. The two Visiting Assistant Professors were just hired and we project they will join the faculty in mid-September, 2012. More detailed information about faculty can be found in Section 6. Our staff support include the Department Administrator, Academic Advisor, Sr. Fiscal Services Tech, and Administrative Assistant II.

Our program serves a wide range of undergraduate and graduate students across a variety of degree and certificate opportunities. Our student body is diverse. The majority of our students are from the Albuquerque/Rio Rancho metropolitan area but we do enroll students from across the nation and international students. Special Education Program graduates serve individuals with exceptionalities in diverse settings and find employment as teachers, related service providers, behavior therapists, educational diagnosticians, community agency providers, administrators, post-secondary faculty, researchers, policy leaders, and advocates. Our community partners are equally as diverse and include school districts, charter schools, pre-schools, community agencies, the New Mexico Public Education Department, Parents Reaching Out, Very Special Arts, Adaptive Ski Program, professional organizations, and other post-secondary institutions.

Leadership, Governance, and Organizational Structure

The Special Education Program is one of two programs in the Department of Educational Specialties. The Special Education Program conducts a vote to recommend a Program Coordinator every three years. Nominations for Program Coordinator are solicited in the last semester of the current coordinator's term. Candidates respond to questions from faculty and a faculty meeting. Vote is by secret ballot coordinated by the Department Administrator.

The Special Education Coordinator has the following responsibilities:

- Scheduling and facilitating regular faculty meetings to address ongoing academic needs of the program, ongoing initiatives, and issues of program governance.
- Documenting agenda, minutes, and decisions of the faculty meetings.
- Approving all Programs of Study, Application for Candidacy and other OGS and advisement documents as necessary.
- Approving/disapproving expenditure and travel requests.
- Coordinating the schedule of classes.
- Responding to general inquiries about the Special Education Program.
- Facilitating the review and revision of all program documents.
- Facilitating the assessment of students consistent with New Mexico Public Education Department, Council for Exceptional Students, National Council for Accreditation of Teacher Education/Council for the Accreditation of Education Preparation, North Central Association, COE and UNM competencies and conceptual frameworks.
- Overseeing the preparation of assessments for TK20.

- Writing annual reports, accreditation reports, assessment reports, and Academic Program Review as needed.
- Hearing student grievances and trying to facilitate a solution.
- Working with the Department Administrator to ensure positive relations between support staff and faculty.
- Recommending part-time faculty.
- Reporting regularly to the Department Chair.

The Program Coordinator receives a SAC and the option of a course release per semester depending on the specific administrative demands in any particular semester.

Special Education has a number of sub-groups. The Master's degree has two concentrations. Each concentration has a coordinator who serves as the point of contact with the Program Coordinator and who is the first point of contact for many of the administrative tasks related to the M.A. program for e.g. scheduling meetings, facilitating review of applications, writing letters of acceptance, and assigning advisors. These coordinators do not receive a release or extra compensation.

The Educational Diagnostician program is coordinated by Dr. Joanna Cosbey. Dr. Cosbey has been receiving a course release each semester for the administrative work involved in setting up a new program, coordination of this program, and recruitment activities.

The Instruction For Students With Intensive Social, Language, and Behavioral Needs Graduate Certificate is coordinated by Dr. Cathy Qi. The Applied Behavior Analysis Certificate is coordinated by Dr. Susan Copeland. These faculty members facilitate the integration of these certificates into the program as a whole, ensure documents are up to

date and clear to faculty, and serve as a point of contact for general questions about the certificate.

The undergraduate Special Education Dual License Program is coordinated by Dr. Liz Keefe who serves as faculty director over the Special Education Dual License Program and the non-teaching minor. Dr. Keefe oversees advisement, graduate checks, course scheduling, coordination with other departments, assessments, and relationships with the Center for Student Success. Dr. Veronica Moore serves as Field Coordinator for the Special Education Dual License Program. This role requires the recruitment and coordination of field placements for student teachers, assignment and support of cooperating teachers, assignment and support of university supervisors, scheduling of field supervision meetings, and coordination with the program coordinator to ensure all program documents and assessments are aligned.

Special Education Program meetings occur monthly or more often if needed. An agenda is sent out prior to the meeting. Any faculty member can propose agenda items. Minutes from the meetings are kept in the Academic Advisor's Office. Robert's Rules are used to guide meeting procedures.

Overview of Academic Programs

Degree programs and curricula will be discussed in more detail in Sections 2 and 3 below. The Special Education Program offers undergraduate and graduate degrees, graduate certificate programs and an undergraduate minor.

Our undergraduate degree is a BS ED in Special Education. The program works in collaboration with the Elementary Education Program in the Teacher Education Department to offer this degree together with a BS ED in Elementary Education. The

program is referred to as the Special Education Dual License Program throughout this document. We also offer a non-teaching minor in special education which serves students across the university.

We offer an M.A. in Special Education. As noted above students can select one of two Concentrations – I – *Intellectual Disability and Severe Disabilities* or II – *Learning and Behavioral Exceptionalities*. Students can also complete an M.A. with Licensure in either of these concentrations.

Students who have already completed an M.A. in Special Education can complete an Educational Specialist Certificate – Ed.S. This certificate is 36 credit hours beyond the M.A. degree. The Ed.S. does not have concentrations.

We offer two transcribed graduate certificate programs in CI. These certificates are *Instruction for Students with Intensive Social, Language, and Behavioral Needs* (GCert ISLB) and *Applied Behavior Analysis* (GCert ABA). These certificate programs are available to students with a bachelor's degree or above who meet application requirements.

The Special Education Program offers an Educational Diagnostician Preparation Program that meets New Mexico Public Education Department requirements for licensure in this area. Currently this program is not a stand-alone degree or certificate. We have submitted curriculum forms to establish the Educational Diagnostician Program as a transcribed graduate certificate. We anticipate final approval of this certificate by the end of 2012.

The Special Education Program has two approved doctoral degrees – an Ed.D. and Ph.D.. These advanced degrees require applicants to have completed an M.A. in Special

Education or a related area and three years experience working with individuals with exceptionalities together with other admission requirements.

Previous Program Review and Changes

Our last Academic Program Review was Fall 2001 and only included the graduate program. The program has also passed accreditation by National Council for Accreditation of Teacher Education and New Mexico Public Education Department in 2007 and North Central Association Higher Learning Commission in 2008. The Special Education Program has made progress on the areas of growth identified by the 2001 Academic Program Review report. The two major areas of concern raised by this report related to the cohesion of the program and the need for stable and consistent leadership.

Program cohesion. The first concern specifically related to cohesion across what at the time were termed “emphases” in the program. We no longer have emphases, we now have two approved Concentrations for the M.A. program and M.A. with Alternative Licensure. These concentrations were each approved by the program as a whole. The concentrations only apply to the M.A. degree. The undergraduate program, Educational Specialist Certificate, Educational Diagnostician Program and the doctoral program are all program-wide. The Instruction For Students With Intensive Social, Language, and Behavioral Needs and Applied Behavior Analysis certificates do reside in Concentration I but are open to any graduate students in the program.

A number of steps have been implemented to make sure the two concentrations are not seen as two separate groups operating independently of the program as a whole. One obvious example is the fact that for this Academic Program Review there is only one report being submitted for the Special Education Program. In 2001 each “emphasis” submitted a

separate report. In addition, when the National Council for Accreditation of Teacher Education, New Mexico Public Education Department and North Central Association accreditation reports were developed these were done as a program not by concentration. Finally, our annual reports to the Provost's office are all completed as a program.

A number of procedural changes have occurred to help develop program cohesion. An important change is the implementation of a process whereby the whole special education program faculty now admit graduate students to the program whether or not these students are applying to a program which is identified by concentration. We also now complete the schedule together as a program rather than by concentration or program area. This is a much better way to ensure that our schedule meets the needs of our students, many of whom may be in multiple degree or certificate programs that cross concentrations or are not concentration specific. Flyers for our courses now include courses for all graduate courses in both concentrations rather than being concentration specific. We now have one website for Special Education which includes links to all of our degree and certificate programs. While we still have separate brochures for different degree programs and the two M.A. Concentrations, these brochures have been developed collaboratively across the program and share a consistent format and appearance.

The concentrations do have different courses of study for the M.A. degree. However, NM has a non-categorical license and as a result there is a strong likelihood that many of our students and graduates are teaching in classrooms that have children who are diagnosed with many different exceptionalities. Since 2001 there is a greater recognition that courses can be applicable across concentrations and that many faculty can teach across concentrations. There has been an imbalance in the number of faculty who teach

within each concentration and this continues to be a challenge. For example, six faculty are currently affiliated with CI and two faculty with CII. This is partly the result of three faculty retirements and one faculty member who changed departments who were all affiliated with CII. We recognize as a program that we need more faculty who affiliate with CII particularly in the area of learning disabilities. There are CI faculty who do have expertise that span the concentrations and who have assisted CII by teaching some of the CII courses such as Adolescent Reading and Bilingual Methods. It should be noted that two of the faculty affiliated with CI have extensive administrative responsibility and so do not teach extensively in CI. For example, Professors Luckasson and Keefe typically teach only one to two M.A. courses per year.

The Special Education Program has expanded significantly since 2001 by adding alternative license programs, the Instruction For Students With Intensive Social, Language, and Behavioral Needs and Applied Behavior Analysis certificates, the Educational Diagnostician Program, and doubling the size of the undergraduate program. This increases the challenge to maintain cohesion for the Special Education program as a whole beyond the issue of the two concentrations.

Leadership of the program. The Special Education Program has made progress in stabilizing leadership and increasing the consistency and transparency of governance within the program and the department. One positive change from the last Academic Program Review is that now we have more tenured faculty who are able to take leadership roles. It is the policy of our program that only tenured faculty can serve as program coordinator. In 2004 Professor Luckasson was appointed Department Chair of Educational Specialties by Dean Florez and Dr. Keefe was elected as Special Education Program

Coordinator. With the exception of 2007-08 when Dr. Keefe was on sabbatical, the leadership of the program and department has been stable. One of the major goals Dr. Keefe identified as a reason for becoming Program Coordinator was to increase the collaboration and cohesion among the faculty. Dr. Keefe is currently in her third elected term as Program Coordinator.

The Educational Specialties Department has put into place very explicit and transparent procedures for requesting materials, technology, travel funds, and any other resources. Program and department meetings are consistent with clear agendas, facilitation, and documentation of decisions through minutes.

It would be incorrect to say that there have been no disagreements or conflict among faculty over the past 8 years. I think we can say that these disagreements have been brought out into the open and there has been a commitment to be professional and open rather than personal in our discourse about our differences. As the Special Education Program grows in size and complexity, there will be a continuing need for explicit attention to be paid to making sure all faculty members feel valued, respected, and safe to participate in program governance.

2. Degree Programs and Curricula

3. Results of Assessing Student Learning

The 2nd and 3rd sections of this self-study report are being combined to reduce repetition and to present the information in a more logical and accessible manner to the reader. Results of the self-study with regard to curriculum and assessment of student learning will be reported for each degree and certificate.

BSED Special Education

The BSED in Special Education is offered together with a BSED Elementary Education and is known as the Special Education Dual License Program. The Special Education Dual License Program was developed in 1994 and graduated its first students in 1996. The Special Education Program developed the Special Education Dual License Program collaboratively with Elementary Education faculty who at that time were housed in the Division (now Department) of Language, Literacy, and Sociocultural Studies (LLSS). We believe it is important to graduate teacher candidates who know general education curriculum and methods together with knowledge of learning needs of students with disabilities and how to differentiate and modify curriculum and instruction.

Curriculum. The Special Education Dual License Program is accredited by New Mexico Public Education Department and National Council for Accreditation of Teacher Education and passed accreditation in 2007. The Special Education Dual License Program must include coursework to meet the competencies for New Mexico Public Education Department licensure in Special Education (PreK-12) and Elementary Education (K-8), applicable professional standards, and be aligned with the COE Conceptual Framework. The program of studies for the BSED in Special Education/Elementary Education can be

found in Appendix A. The Special Education Dual License Program is a four-semester sequence of coursework. Table 2 shows the general requirements for the BSED in Special Education/Elementary Education.

Table 2. BSED Special Education/Elementary Education Requirements

Area	Credit Hours
General Education Requirements (including UNM CORE)	60
Prerequisites (SPCD 201 and 204)	5
Teaching Field*	24
Professional Education Requirements	69

* Courses from General Education can double count toward the Teaching Field

The number of credit hours for the degree varies from 137-145 depending on the teaching field. Students are awarded a double major in special education and elementary education, which is why the number of credit hours is higher than a degree with a single major.

Student Learning Objectives. Upon completion of the Special Education Dual License Program, the teacher candidate will be expected to demonstrate competence in the following areas.

1. Individualized Program Plans and Legal Responsibilities: Students apply legal requirements of the IEP/IFSP process and any other State and Federal mandates as applicable.
2. Lesson Planning: Students develop and implement appropriate lesson plans.
3. Documentation and Communication: Students communicate accurately and provide effective documentation to support student learning.

4. Scheduling: Students coordinate effectively with other teachers, related service providers, educational assistants and the administration.
5. Individualization and Least Restrictive Environment (LRE): Students individualize instruction effectively for each of their students and provide opportunities for all of their students to engage with general education peers in multiple and sustained contexts.
6. Curriculum & Pedagogy: Students provide well-designed and sequenced age-appropriate differentiated instruction, which meets the standards of the New Mexico Public Education Department and school district's general education curriculum, and where appropriate expanded standards, and individualized as appropriate according to each student's needs, abilities, and interests.
7. Classroom-based Assessment: Students incorporate a variety of classroom-based evaluation measures and techniques into an ongoing coordinated system of assessment for each student that is useful for program planning and evaluation of instruction.
8. Classroom Management: Students provide an engaging and positive classroom climate, including the use of positive behavioral supports that foster the learning of all students.
9. Collegiality and Collaboration: Students demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students, and their families.
10. Professional and Ethical Behavior: Students demonstrate the professional attitudes and dispositions necessary to provide effective and appropriate instruction to students with and without disabilities.

Field experiences. Prior to entering the Special Education Dual License Program, students are required to do 20 hours of observations in school and community settings for

individuals with disabilities in SPCD 204 (which is a pre-requisite for admission to the program). In semester 2, students do 60 hours of field visits, which include classroom, community, and Families as Faculty as part of SPCD 495. Faculty assigned to teach the SPCD 204 and 495 courses do all the placement and supervision for these experiences. Class size ranges from 13-25.

Semester 3 and 4 include a block of methods courses and full-time student teaching. Students complete 12-14 weeks in their placement depending on the semester and school schedule. Students complete student teaching during the UNM semester and take both UNM and school district breaks. Students complete one semester in a PreK-12 special education placement and one in a K-8 placement, or two semesters in an inclusive classroom (K-8). Over the two semesters the students complete 9 credit hours of EDUC 400, 2 credit hours of SPCD 304, and 7 credit hours of SPCD 462. We place students in APS, RRPS, and other districts in the metro area. We also place in Santa Fe, Pojoaque, and other rural areas. We place in district and state charter schools. Wherever possible we try to place between three to six students in a school. Program faculty match student teachers to cooperating teachers and then placements are documented in the Field Services Portal.

Student teachers are assigned to either a faculty member or graduate assistant for supervision. Each university supervisor has 8-12 students. The number varies depending on the geographic locations and challenge of the placements. The supervisors have regular meetings and work as a team to make sure all students are supported and there is consistency across the program. The UNM supervisors typically visit their student teachers 8-12 times per semester. Other visits may be made as necessary to coordinate with school administration and faculty. There may be more visits if the student has challenges in the

placement. In addition to in-person visits, supervisors have regular email and phone contact with students and cooperating teachers. The nature of the visits range from: getting to know the cooperating teacher, student teacher, school, and classroom; informal observations and conferences; formal observations; problem solving; and mid and final semester three way conferences between the student teacher, cooperating teacher, and UNM supervisor. Cooperating teachers are asked to complete two observations and participate in mid and final semester three-way conferences. Cooperating teachers receive \$100 paid through Field Services.

Placements are made individually through faculty matching students to cooperating teachers based on our personal knowledge of the students/cooperating teachers, feedback from student teacher/cooperating teachers after visits made to classrooms, input from principals, and preference for grade level/geographic location/type of program etc. We prioritize the quality of the placement and cooperating teacher over student preference for location and grade level. We make sure that students know when they apply and when they are accepted that they may have to drive up to 25 miles to get an appropriate placement. Final placements are typically not made until the beginning of the first student teaching semester (semester 3) due to changes that occur in schools and classrooms over the summer. Some examples include: after test scores are released principals change their mind about accepting or not accepting student teachers; there can be a principal change that impacts availability of placements; teachers transfer or leave; and there may be a change in the nature of the classroom setting such as a very challenging student being placed in a class that makes the classroom no longer suitable for a student teacher. Through using such a thoughtful and personalized placement process, we rarely need to

move a student to a new placement during the semester. Our cooperating teachers and student teachers report high levels of satisfaction with the placement process. We have also received feedback from principals that they appreciate the care with which we place our students.

In our model, the cooperating teacher is a mentor to the student and does not assign grades. The mentor provides constant feedback to the student through informal and formal observations. The mentor teacher participates in mid and final three way conferences. The UNM supervisor communicates regularly with the school principal and cooperating teachers. The UNM supervisor communicates at least weekly with the student teacher in person or by email/phone. The UNM supervisor also provides informal and formal feedback through a variety of formative and summative assessment instruments. The UNM supervisor assigns the grade for student teaching. UNM supervisors also participate in some classes. UNM supervisors meet regularly with one another and the program coordinators. UNM supervisors keep logs documenting their supervision activities and travel.

Our model is an individualized gradual assumption of responsibility model. We expect students to be assisting in the classroom under the cooperating teacher's supervision from day one. We have a suggested timeline for gradually increasing responsibility that can be adjusted as necessary to meet individual student teacher and cooperating teacher need. Students are required to take responsibility for planning and implementing curriculum for 10 days in each semester. In semester one we require 5 consecutive days of taking responsibility for the planning and implementation of instruction. In the second semester, we encourage students to take responsibility for 10

consecutive days. Due to the challenging nature of many special education classrooms, we do not require students to “solo” in that they are left alone in the classroom – rather we have a supervised solo teaching experience. We prefer that the student teacher receive feedback from the UNM supervisor or cooperating teacher during their assumption of responsibility for instruction. Students are not allowed to assume responsibility for instruction unless they have demonstrated success in planning instruction in earlier stages in the timeline. The student teacher must also provide lesson plans to the cooperating teacher and UNM supervisor for every subject, even those subjects that are routine or scripted, five working days before they assume responsibility. student teachers are not allowed to take over any portion of instruction without approved plans. student teachers also have a checklist of experiences that they must document such as writing a parent/family letter, participation in Student Assistance Team meetings, Individualized Education Program meetings, making a bulletin board etc. Student teachers must demonstrate competence at each stage of their student teaching experience in order to be allowed to assume increased responsibility.

Assessment data. Data reported for our National Council for Accreditation of Teacher Education review in 2007 and annual program assessment reports 2008-2011 indicate that our students are meeting or exceeding New Mexico Public Education Department/National Council for Accreditation of Teacher Education/Council for Exceptional Students/COE competencies and standards. Data from alumni in 2007 (the last year data are available) showed high levels of satisfaction with the program and performance of graduates from the special education program. 100% of our graduates are able to find positions as teachers and are employed nationally and internationally. These

positive outcomes have been maintained despite the doubling in size of the undergraduate program from one cohort to two cohorts in 2009.

In order to collect data for continuous improvement, the special education program identified gateway assessments as required by National Council for Accreditation of Teacher Education in 2004. These gateways were called Points in Progress (PIPs). The BS ED in Special Education has five Points in Program (PIP) gateways. Each PIP includes assessments that guide faculty decision-making in admission (PIP 1), retention (PIPs 2 and 3) and exit (PIP 4). Finally, all programs incorporate a follow-up period in PIP 5. One of the challenges has been finding a way to input and store these data in way that are meaningful and useful to students, faculty, and administration.

We are currently in the process of implementing TK20 and believe this system will help us with collecting and using student level and program data for continuous improvement. The PIPs will be reviewed and realigned as Transition Points (TP). All TPs will be mapped to student learning objectives, Council for the Accreditation of Education Preparation (previously National Council for Accreditation of Teacher Education) competencies, New Mexico Public Education Department competencies, professional competencies, and the COE conceptual framework.

Points in Progress/Transition Points. The following PIPs were developed by the program faculty in 2004 as required by NCATE and have guided data collection from 2004 to present. Changes to these assessments are noted:

PIP 1: *Admission.* Minimum eligibility for admission to the COE includes 26 hours of coursework completed and a GPA of 2.5. Additional requirements for admission to the BS ED in Special Education are a grade of B or higher in SPCD 201 and 204, a score of 240 or

higher on the New Mexico Teacher Assessment, and a score of 11 or higher from two faculty on the BS ED Special Education Application Packet. As noted above, the admission rubric has recently been revised and will be configured for use in TK20. The rubric is being piloted this semester in order to establish a reliable review process and criteria.

PIP 2 and 3: *Retention*. In order to advance from coursework to field experiences, students must complete the Families as Faculty Assessment, Lesson Plans (2), and observation logs (4) in educational settings. In addition, students must maintain a GPA of 2.5 or higher with no grade less than a C in any individual course in the major or teaching field. During the two semesters of student teaching, students complete the Reading Lesson Plans (2), a mid-point evaluation, Final Assessments in special and elementary education, and the Professional Identities and Dispositions Assessment. These assessments have been revised for TK20. The new system gives us the ability to more effectively track progress across semesters. We have revised the lesson plan, dispositions, and field experience evaluations to assess growth across semesters in place of using them to provide a snapshot at the transition point.

PIP 4: *Exit*. Students in the BS ED in Special Education have two exit requirements. Students must complete a Professional Presentation that is a synthesis of all coursework and field experiences in the final two semesters. In addition, candidates must maintain a GPA of 2.5 with no grade less than a C in any individual course in the major and teaching field. TK20 provides an excellent system for documenting student progress through assessment portfolios. We are currently configuring mid-point and final portfolio assessments for the Special Education Dual License Program.

PIP 5: *Follow-up*. All graduating students in the COE are invited to complete a Graduate Exit survey in which their opinions regarding the integrity of their program in terms of preparation, collaboration, assessment, and diversity are examined. This data is reported back to the SPCD program for use in faculty deliberations and decision-making.

Assessment results. Results of student assessments and examples of assessment rubrics can be found in Appendix B and online (access to these online TK20 and NCATE reports will be provided).

Examples of assessment results in each PIP and how they have been used to evaluate and guide decision-making about our undergraduate program are provided here.

PIP 1: *Admission*. Consistent data collection on admission GPA gives us one indicator of the quality of our applicants. We were particularly interested in keeping track of admission GPA for the year 2008-09 when we more than doubled the size of the program from 17 to 37 students. Our data show that the entering GPAs of our admitted student in 2007-08 was 3.24, in 2008-09 it was 3.54. Our numbers have continued to increase to 40-45 students per year and entering GPAs remain around 3.4 with students in 2011-12 having entering GPAs ranging from 2.53-3.97. All students must also pass the NMTA Basic Skills test to be admitted. Students are required to score 240 or higher to pass. The average passing score of our students admitted in 2011-12 was 272 with a range of 250-296.

Our program is very competitive; we typically receive 50 or more applications and accept approximately 40 students into the program. The special education program has decided that 35 to 45 students is the number of students we can admit and continue to provide a high quality program. The Association for Teacher Educators reported on October 2nd, 2012 that congress will be working on passing *The Educator Preparation*

Reform Act which will potentially increase accountability for teacher preparation programs. Reforms could include a report card, which would address areas such as GPA and test scores of entering candidates. We believe that we are well prepared to respond to any requirements for greater accountability and that our data documents clearly that our students are very strong academically.

PIP 2-3: *Retention*. We have been keeping track of performance in the area of lesson planning across five traits. Including component, coherence, teaching/learning strategies, modifications/accommodations, and assessment. Mean scores on the lesson plan assessment have shown a steady trend of improvement from 8.7/10 in 2007-08 to 9.5/10 in 2010-11.

We changed the assessment procedure slightly for 2011-12 by giving a pre-assessment and post-assessment of the lesson plan assessment in class rather than as a take home assignment. We wanted to make sure that we were able to assess the students' own ability to create a lesson plan from the start and not use an online of commercial curriculum resources. We gave the lesson plan assessment four times during SPCD 303 in Spring 2012. The results were a mean of 9.25, 8.8, 9.0, and 9.9 across the four evaluations. Improvement was made across the semester but we are concerned about a ceiling effect for this assessment and are in the process of adjusting the rubric to include criteria for each trait that would indicate levels of ability above meeting expectations. Trait analysis of these rubrics within classes and across time indicated the importance of explicitly teaching connections between objectives and assessment across content areas. Data indicate that we are being more successful in this area. In addition, our field supervisors working with this

cohort of students in Fall 2012 in their student teaching placements are reporting that the students are completing excellent lesson plans.

PIP 4 *Field and Exit*. Although field assessments have been placed in PIP 3, as a program we believe the field assessments should be part of a portfolio indicating exit competencies. Our field evaluations improved from a mean of 2.19/3 in Fall 2006 to a mean of 2.93 for 2008-09, no data was reported for 2009-10, 2.84 for 2010-11, and 2.91 for 2011-12. Consistently the area of most challenge for our students was classroom management. The program moved the classroom management course to the first of two semesters of student teaching and data indicates that this has helped the students be more successful in this area.

As with the lesson plan assessment, the faculty believe we have a ceiling effect in this evaluation and as a result we are not getting useful information for planning. We have recently revised the field assessments for the Special Education Dual License Program to take advantage of features in TK20. We are now doing two field assessments in semester one of student teaching – these will be Competency Growth Profiles and have a scale that ranges from unacceptable (0) to Master Teacher (5). Our expectations are for mean scores in the 2-3 range (Apprentice I and Apprentice II). We are piloting this new assessment in Fall 2012 and will evaluate whether or not it is giving us more useful data for continuous improvement. The dispositions assessment has also been changed from a one time assessment to a pre- and post-assessment. Finally, we are planning to implement a mid-point and final-portfolio assessment for our students. TK20 also provides the students an opportunity to use the system to create a career portfolio.

PIP 5: *Exit Survey*: The only questions that can be disaggregated for special education regards the overall quality of the special education program. Results for the special education program compared with other programs are:

Q87 When you compare the expense to the quality of your education, how do you rate the value of the investment you made in your Education program?

Program type	Below expectation	Met expectation	Above expectation
Early Childhood Education	20.0%	40.0%	40.0%
Elementary Education	12.0%	58.6%	29.3%
Secondary Education	20.9%	52.2%	22.05%
Special Education	2.7%	16.9%	81.3%

The faculty are very pleased with the high level of satisfaction with the special education program overall and will continue to try to improve on these numbers.

Q 088 How inclined are you to recommend your Education program to a close friend?

Program type	Below expectation	Met expectation	Above expectation
Early Childhood education	10%	50%	40%
Elementary education	18.4%	46%	35.6%
Secondary education	12.05%	38.7%	34.3%
Special education	10.8%	37.8%	51.3%

While the numbers for special education indicate greater satisfaction with our program in comparison to other COE programs, the faculty would like to see higher percentages of our

alumni recommending the program to others. The faculty also question the relevance of data produced by this survey. The faculty will work with COE to explore ways in which we could get more applicable and informative exit data in the future. Calls for greater accountability from the Federal Government will almost certainly require data on alumni and employer satisfaction.

Undergraduate Research and Creativity Symposium (URCS). Though this is not a formal evaluation of our program, the special education faculty encourage our undergraduates to present posters and presentations at the annual university-wide URCS. Students have to submit a proposal to be accepted to present. Presentations and posters are formally evaluated and prizes awarded to students with the highest scores. Over the past five years a number of our students have received cash awards. In Spring 2011, the special education program had the most undergraduate presentations accepted of any program across UNM and received five out of seven cash awards for outstanding presentations and one of three honorable mentions.

M.A. in Special Education (with Alternative Licensure)

The Special Education Program at the University of New Mexico (UNM), offers graduate work leading to the Master of Arts (M.A.) to qualified students. The M.A. student may choose from two concentrations: Concentration I, Intellectual Disability and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners (which includes intellectual disability, severe disabilities, autism, severe psychiatric disabilities, intensive communication needs, cultural and linguistic diversity, and inclusive education); and Concentration II, Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration, and Transition of Diverse Learners (which includes learning

disabilities, emotional & behavioral disorders, bilingual/multicultural, early childhood, and secondary transition). The degree program can also lead to alternative licensure in special education if the student requests that option early in the program.

There have been significant changes with our M.A. program since 2001. The program must respond to licensure rule changes from New Mexico Public Education Department. No Child Left Behind (NCLB, 2002) led to two major changes that went into effect in 2006. First, NCLB requires that all teachers be *highly qualified* and no longer allowed sub-standard licenses to be issued. NCLB did provide for a teacher to be considered highly qualified if they have a bachelor's degree and are enrolled in an approved alternative license program. An alternative license program in special education cannot require more than 21 credit hours. Due to the critical shortage of special education teachers, many of our M.A. students were teaching in their own classrooms on a sub-standard license. Although we as a program disagreed with the notion of an alternative license that had nine fewer credit hours than the standard license, we had to provide this option or the teachers in our program would have lost their jobs. Our approach was to embed the alternative license into the M.A. program and end the practice of offering a post-baccalaureate licensure program. The second major change was the requirement for 6 hours of reading coursework. The program welcomed this change and developed new reading courses and programs of study in response.

Curriculum. Minimum requirements for admission to the M.A. in Special Education are a Bachelor's degree with a GPA of 3.2 or higher in the last 60 hours, a letter of intent, and three professional references.

The advisement forms for each M.A. Concentration can be found in Appendix A. The M.A. degree for a student who has an undergraduate degree or minor in special education is typically 36 hours. The M.A. Degree plus alternative licensure is typically 45 hours. Each student in the M.A. Program has a faculty advisor who works individually with the student to design the program of study. Each student also has a Committee on Studies to assess the Thesis (Plan I) or Comprehensive Examination (Plan II). All of the students in the M.A. program in the last 10 years have completed Plan II.

The program of study for each concentration is shown in Table 3. Course indicated by (*) are the 21 hours that are approved for the alternative license in each concentration.

Table 3. Graduate Licensure and M.A. Courses

	Concentration I	Concentration II
Pre-requisite/License courses	*SPCD 501 Psy & Ed of Exc Persons *SPCD 520 Intro to Intellectual Disabilities	*SPCD 501 Psy & Ed of Exc Persons SPCD 502 At Risk for School Failure
Core Courses	SPCD 519 Applied Behavior Analysis SPCD 507 Collaboration for Inclusive Education SPCD 505 Research in Special Education *SPCD 527 Assessment ID/SD *SPCD 552 Tchg Students with ID/SD *SPCD 586 Differentiating Rdg Instruction *SPCD 587 Reading Methods for ID/SD Social Justice – SPCD 511, 524 or 525 SPCD 510 Special Education Law	SPCD 518 Positive Behavior Supports SPCD 508 Collaboration Family/School/Community SPCD 505 Research in Special Education *SPCD 517 Assessment LD/ED *SPCD 503 Universal Design in SPCD 513 Curriculum development *SPCD 514 Tchg Reading Learning/Behavior Exc *Additional Reading Course SPCD 534 Social Competence, Self-Determ. & Resilience SPCD 506 Creativity & Problem Solving
Advanced Development	9-12 hours of electives can come from either concentration or other program depending on individual student needs.	EBD – SPCD *530 & 532 LD – SPCD *540 & 542 EC – SPCD *550, 551, 553, 554
Field Experience	*SPCD 504 Licensure only, does not count toward M.A..	*SPCD 504

The concentrations are not as divided as they were at the time of the last Academic Program Review when they were termed “emphases”. Students can take classes across concentrations with the approval of their advisor. The special education license in New Mexico is non-categorical so often students are hired to work in cross-categorical classrooms where they may have students with very diverse diagnoses and needs on their caseload. Courses are not only taught by concentration-affiliated faculty. For example, at various times Dr. Moore teaches SPD 507, Dr. Collier teaches SPCD 517 and 527, Dr. Joanna Cosby teaches SPCD 527 and co-teaches SPCD 550, Dr. Keefe and Dr. Collier teach reading classes across concentrations, Dr. Scherba de Valenzuela teaches bilingual courses across concentrations, and Dr. Jarry teaches SPCD 540.

The retirement of Dr. Isaura Barrera in 2010 has had an impact on the Early Childhood specialization area in CII. A group of faculty are meeting to plan for the future of this specialization as an area that could be offered across concentrations. The retirement of Dr. Nielsen in July of this year is having the same impact on the gifted specialization. The faculty in CII are currently revising their M.A. program so that it is more flexible with regard to the specialization areas.

Student learning objectives. The student learning objectives for the M.A. in Special Education with Alternative License are aligned across concentrations and with the undergraduate program. The objectives are written in a format that they apply to all students with disabilities rather than to specific groups. This more accurately reflects the reality of a non-categorical license and allows for flexibility across concentrations. The student learning goals are as follows:

1. Individualized Program Plans and Legal Responsibilities: Students apply legal requirements of the IEP/IFSP process and any other State and Federal mandates as applicable.
2. Lesson Planning: Students develop and implement appropriate lesson plans.
3. Documentation and Communication: Students communicate accurately and provide effective documentation to support student learning.
4. Scheduling: Students coordinate effectively with other teachers, related service providers, educational assistants and the administration.
5. Individualization and Least Restrictive Environment (LRE): Students individualize instruction effectively for each of their students and provide opportunities for all of their students to engage with general education peers in multiple and sustained contexts.
6. Curriculum & Pedagogy: Students provide well-designed and sequenced age-appropriate differentiated instruction, which meets the standards of the New Mexico Public Education Department and school district's general education curriculum, and where appropriate expanded standards, and individualized as appropriate according to each student's needs, abilities, and interests.
7. Classroom-based Assessment: Students incorporate a variety of classroom-based evaluation measures and techniques into an ongoing coordinated system of assessment for each student that is useful for program planning and evaluation of instruction.
8. Classroom Management: Students provide an engaging and positive classroom climate, including the use of positive behavioral supports that foster the learning of all students.

9. Collegiality and Collaboration: Students demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students, and their families.

10. Professional and Ethical Behavior: Students demonstrate the professional attitudes and dispositions necessary to provide effective and appropriate instruction to students with disabilities.

11. Knowledge of Research and Research Methods: Students demonstrate the ability to locate research, evaluate the quality of the research, and understand the implications of the findings. Students will be able to synthesize and apply research to improve the lives of individuals with disabilities.

Field experience (M.A. with Alternative License only). Students completing the alternative license in special education are required to complete SPCD 504 *Practicum* for 3 credit hours. There are two options for completing the course requirement. The traditional option involves placement with a cooperating teacher for 8 weeks full-time or 16 weeks half-time. Placement occurs during the UNM semester. Program faculty match student teachers to cooperating teachers and then placements are documented in the Field Services Portal (FSP). The second option is when a student holds an Intern License from New Mexico Public Education Department and has been hired as a special education teacher. This teacher is allowed to complete student teaching in his or her own classroom. They do not have a cooperating teacher.

The faculty member assigned to SPCD 504 supervises 6-8 student teachers (traditional and/or students completing student teaching in their own classroom) and teaches a monthly seminar. If the faculty member teaches the course as an overload, then

a graduate assistant may be assigned to help with supervision. If there are not enough practicum students to support a graduate class, then each advisor takes responsibility for their own student teachers. The UNM supervisors typically visit their student teachers 4-8 times per semester. Other visits may be made as necessary to coordinate with school administration and faculty. There may be more visits if the student has challenges in the placement. Where applicable, cooperating teachers are asked to complete two observations and participate in mid and final semester three way conferences. Cooperating teachers receive \$100.

The traditional graduate student teaching experience uses the same placement and gradual assumption of responsibility model as the undergraduate program. The difference is that students are only placed in a special education classroom setting and complete a full day 8-week placement or 16 week half-time placement. The UNM supervisor typically observes the student teacher a minimum of four times and also makes two to four additional informal visits to the classroom and school.

In the situation where the student teacher is completing the practicum in their own classroom, then the student teacher already has the full responsibility for instruction in the classroom. These students are required to provide 1, 5, and then 10 days of lesson plans to the UNM supervisor. The UNM supervisor typically observes the student teacher a minimum of four times and also makes two to four additional informal visits to the classroom and school. All teachers on Intern Licenses are required to also have mentoring from the school district. Where possible, we try to coordinate and communicate with this mentor during this semester to make sure the teacher is receiving the support they needed to be successful.

Assessment data. Data reported for our National Council for Accreditation of Teacher Education review in 2007 and annual program assessment reports 2008-2011 indicate that our students are meeting or exceeding New Mexico Public Education Department/National Council for Accreditation of Teacher Education/Council for Exceptional Students/COE competencies and standards. Data from 2007 (last year available) showed high levels of satisfaction with the program and performance of graduates from the special education program as reported in the BS ED in Special Education section above.

In order to collect data for continuous improvement, the special education program identified gateway assessments as required by National Council for Accreditation of Teacher Education in 2004. These gateways were called Points in Progress (PIPs). We are currently in the process of implementing TK20 and believe this system will help us with collecting and using student level and program data for continuous improvement. The PIPs will be reviewed and realigned as Transition Points (TP). All TPs will be mapped to student learning objectives, Council for the Accreditation of Education Preparation (previously National Council for Accreditation of Teacher Education) competencies, New Mexico Public Education Department competencies, professional competencies, and the COE conceptual framework.

Points in Progress/Transition Points. The following PIPs were developed by the program faculty in 2004 and have guided data collection from 2004 to present. Changes to these assessments are noted:

The M.A. w/Licensure in Special Education has five PIP gateways. Each PIP includes assessments that guide faculty decision-making in admission (PIP 1), retention (PIPs 2 and 3), exit (PIP 4), and follow-up (PIP 5).

PIP 1: *Admission*. To be admitted to the M.A. with Licensure, candidates must have a bachelor's degree from an accredited institution and a GPA of 3.2 or higher. Applicant files are reviewed by a minimum of three faculty who then give recommendations regarding admission. This process was amended in 2011-12 to include a review and vote by all faculty across concentrations and an admissions meeting each semester.

PIP 2 and 3: *Retention*. Retention in the M.A. with Licensure requires that candidates complete the Families as Faculty Assessment, Lesson Plans (2), an Assessment to Instruction Assessment, and Practicum Observations (2) (see PIP 2 and 3 assessments in Section II). Dispositions are measured through the Practicum Observations. In addition, candidates have to maintain a GPA of 3.0 with no more than one C on any individual course. The faculty have discontinued the Families as Faculty Assessment because Families as Faculty is no longer funded and it was difficult to ensure that all M.A. students would have access to the experience. In 2010-11 the faculty voted to discontinue the Assessment to Instruction assessment due to the fact it was not yielding useful information and was hard to implement consistently across the various assessment courses. Faculty are currently exploring the possibility of using the portfolio capabilities in TK20 to provide a better way to assess our student's competencies in their coursework and field experiences.

PIP 4: *Exit*. Candidates for the M.A. are required to complete a Comprehensive Examination as an exit assessment. Candidates also must maintain a GPA of 3.0 with no individual grade below a C .

PIP 5: *Follow up.* As indicated previously, graduating students, alumni, and employers are queried to determine the overall effectiveness of the program in terms of preparing teachers for their assignments in educational settings.

Assessment results. Results of student assessments can be found in Appendix B and online. Examples of assessment results and how they have been used to evaluate and guide decision-making about our M.A. in Special Education are provided here.

Lesson Planning: The M.A. in Special Education uses the same lesson plan assessment as the Special Education Dual License Program. Mean scores on the lesson plan assessment in 2006-07 were 8.84. Scores have remained fairly stable with the mean score of 8.6 in 2010-11 and 9.37 in 2011-12. We did pilot an in-class pre and post assessment of the lesson plan rubric in 2011-12. We found that the pre-test yielded a mean score of 7/79 with four students not meeting criteria and the post-test mean increased to 9.37. The assessment gives feedback to instructors during class to help indicate in which areas students are having difficulty. The M.A. students do not go through the program as a cohort so might be taking the lesson plan assessment in the first semester or the last semester. This could account for the greater range of scores found in M.A. students versus the undergraduate students on the same measure. This also means that we cannot measure growth over the program as much as growth within a class. The special education faculty are working on adding a portfolio component to the M.A. evaluation so that we could collect more lesson plans over the course of the program.

Comprehensive Examination Rubric: When we started collecting data for National Council for Accreditation of Teacher Education from 2004-07 we recognized that our process for grading comprehensive examinations was inconsistent across faculty. Students

are scored from 1-4 on each question and the scores averaged for the mean score. Students need to score 3.0 or higher to pass without conditions. There were no consistent criteria for what a score actually represented as related to student learning objectives. The faculty collaborated to create a qualitative trait rubric for comprehensive examinations which was piloted in 2006-07 and fully implemented in 2007-08. In 2009 this rubric was revised to represent the differing requirements for take home versus on site examinations. Mean scores on comprehensive examinations have varied from 3.24 to 3.6 from 2007-2011. No clear pattern has emerged on mean scores but faculty have been able to use the rubric to identify areas of difficulty for students. One example of an area of difficulty identified was APA style leading faculty to be more explicit and consistent in all M.A. coursework about APA style. The rubric has been well received by students who now know the program-wide expectations for comprehensive examinations. The comprehensive examination rubric is reviewed each year.

An audit of the comprehensive examinations was carried out in spring 2012 leading to the need for discussion about consistent scoring across traits and consistency of examination conditions. The special education faculty voted to discontinue take home comprehensive examinations in spring 2012 due to the difficulty of assessing student learning objectives through the take home format. For example, a number of students were taking curriculum units from the Internet rather than developing their own original work. Multiple instances of plagiarism led faculty to decide that on site comprehensive examinations would maintain the integrity of the process in the short term.

Data on comprehensive examinations scores for 2011 and 12 were collected for fall, spring and summer. In fall 2012 six students took comps and the average score was 3.0 (on

a 4 point scale). In spring 2012 28 students completed comprehensive examinations with an average score of 3.08. Two students received a score of “0” due to documented plagiarism. In summer 2012 no take home examinations were allowed. It is interesting that the 12 students who took comprehensive examinations scored a mean of 3.15 – higher than when take home exams were allowed.

The experiences with comprehensive examinations over 2011-12 resulted in numerous discussions about the purpose, utility, and design of comprehensive examinations. As a result of these discussions, an ad hoc group of special education faculty is meeting and developing a proposal for changes in the comprehensive examination process for the 2013-14 academic year.

Field assessment. The majority of the students who do student teaching in the M.A. in Special Education with Licensure complete these experiences in their own classrooms. These students do not have cooperating teachers who can mentor them and provide ongoing feedback. A small number of students do complete student teaching with a cooperating teacher. We have a practicum evaluation of student teaching that addresses student learning objectives. Mean scores on this assessment have consistently been at 3 on a 5-point scale (Novice to Master Teacher) – which is where we expect the students to score. The program faculty are looking at the possibility of using TK20 to collect more ongoing assessments on areas connected to student learning objectives on our students.

Program assessment data for the graduate programs in general is discussed regularly at Special Education Faculty meetings. As mentioned above, currently a task force is looking at revisions to the comprehensive examination process and assessment. Faculty are considering adding a different scoring range to the lesson plan rubric in order to assess

student growth more effectively. The faculty anticipate that TK20 will provide the data management we need to be more effective and systematic in our use of data for ongoing assessment and continuous improvement of our programs.

Ed.D and Ph.D.

The doctoral program in Special Education is guided by requirements for doctoral programs in the UNM Catalog, College of Education, and the specific *Procedures for the Ph. D. and Ed. D. in Special Education*. The College of Education offers two doctoral degrees: Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.). Students may pursue either of these degrees with a concentration in Special Education.

The Ph.D. and the Ed.D. differ in several ways. The Ph.D. is considered to be a research degree and requires more competencies in inquiry skills (e.g., research methods, statistics, evaluation). The Ed.D. is a technical degree designed for people interested in training and service: more competency in clinical education skills is required. Considerable overlap, however, exists between the two degrees. Although the Ed. D. option is available, no students have been admitted to the Ed. D. program for the past two decades.

The mission of the Special Education doctoral program is to prepare leaders in research, policy, and clinical practice impacting the lives of persons with exceptionalities at the state, national, and international levels. The doctoral program prepares candidates by providing individually designed programs of study that develop competencies in the areas of theoretical and empirical research, teaching at the university level, clinical supervision of field experiences, and service to the community. The special education program faculty are currently reviewing and revising the *Procedures for the Ph. D. and Ed. D. in Special*

Education to meet the challenges of evolving federal and state mandates together with changes in the field.

Graduates of the Special Education doctoral program are providing leadership in the field in a variety of settings including universities, school districts, and state, national, and community agencies. Some specific examples include:

- Dr. Thomas Pierce: Formerly Interim Dean of College of Education and Professor and Chair of Department of Educational and Clinical Studies, UNLV.
- Dr. Caroline Everington: Associate Dean and Professor of Special Education, Winthrop University College of Education, South Carolina.
- Dr. David Lovett, Associate Professor, Special Education Program Coordinator, University of Oklahoma College of Education.
- Dr. Lawrence Ingalls, Associate Professor, Coordinator of Educational Diagnostician Program, UTEP.
- Dr. Dana Caseau, Coordinator of Special Education Program, California State-Fresno.
- Dr. Mary-Dale Bolson, Past Secretary of the NM Children, Youth, and Families Department.
- Dr. Marie Fritz, Research, Development, and Accountability, Albuquerque Public Schools.

Curriculum and student learning objectives. The doctoral program is competency based and individually designed for each student based on previous coursework, experiences, and career goals. The procedures guiding the Program of Studies development can be found in Appendix A. All students take SPCD 601 *Professional Seminar*

and SPCD 615 *Trends and Issues*. The following doctoral competencies guide the development of the Program of Studies:

- a. Detailed knowledge of the research literature in the student's selected area;
- b. General research strategies and evaluation skills in special education;
- c. Intervention and evaluation or assessment strategies in special education and related fields;
- d. Normal and atypical growth, development, language acquisition, neuropsychology, behavior, and affect;
- e. Theories of learning;
- f. A sense of leadership responsibility;
- g. Communication and consultation skills with a variety of groups of all ages, including students, parents, professionals, colleagues, etc.;
- h. Social policy/legal issues of special education;
- i. Awareness and application of technology;
- j. Cultural and linguistic factors that impact special education;
- k. The historical context and development of special education and related fields;
- l. General knowledge of the basics of special education for all areas of exceptionality.

In addition, we believe that our doctoral students should be prepared to be successful at the highest levels of educational leadership. Systems that need to be in place to achieve this are as follows:

1. Sufficient faculty to develop and teach doctoral seminars, provide mentoring and advisement, and serve as chairs and committee members

2. Funding so that our doctoral students can attend as full-time students because a large percentage of our doctoral students work full-time as educators and pursue their doctoral requirements part-time
3. Opportunities for doctoral students to teach university courses with mentoring
4. Opportunities to supervise students in clinical experiences
5. Opportunities to be part of research projects and develop a strong scholarship record
6. Opportunities for internships in community agencies, organizations, schools, and government settings
7. Funding to cover the whole cost of graduate student research and travel for dissemination
8. A robust graduate student organization
9. Office and collaborative space for all doctoral students

Assessment. The doctoral program in special education has five PIP gateways. Each PIP includes assessments that guide faculty decision-making in admission (PIP 1), retention (PIP 2) Coursework and Application for Candidacy (PIP 3), exit (PIP 4), and follow-up (PIP 5). As with the other programs, under the current implementation of TK20 these PIPs will become Transition Points and will be reported on and reviewed annually.

PIP 1: Admission. To be considered, applicants must satisfy the following minimum requirements:

- a. A complete application file,
- b. A minimum grade point average of 3.2 on all previous graduate study,
- c. At least two years of relevant experience with persons with disabilities,

d. Appropriate and relevant prior degrees.

To be accepted, the applicant's file must receive a positive review from three faculty members and a majority vote of acceptance from the special education faculty.

PIP 2: Coursework. The Program of Studies is a sequence of academic and professional experiences that is planned carefully by the student and the Committee on Studies. It must include at least 72 hours of graduate coursework plus 18 hours dissertation credit. Work taken on the M.A. may be counted at the discretion of the Committee on Studies. At least 36 hours of coursework and 18 hours of dissertation credit must be earned at UNM as regular graduate credit. The Program of Studies must include at least 36 hours of graduate credit in Special Education and the appropriate number of hours in the minor or support area (Ph.D. 24 hours; Ed.D. 18 hours). To be retained in the program, candidates must maintain a GPA greater than or equal to 3.5 with no more than one C.

In addition to coursework, each student must complete a project(s) to demonstrate competency in two (2) inquiry skills before scheduling the comprehensive examination. The approval of the projects are the responsibility of the Committee on Studies.

PIP 3: Application for Candidacy. In order to be retained in the doctoral program and advanced to candidacy, doctoral students must pass written and oral comprehensive examinations. The comprehensive examination is designed to test the student's knowledge of the general field of education, research methodology and the specialized knowledge of the student's program of study. The comprehensive examination is the culmination of the student's program of study and is used to determine the student's qualification for advancement to candidacy. The student's performance on the comprehensive examination

is an indication of preparation and readiness for independent research and scholarly contributions.

A student may apply to take the comprehensive examination with the approval of the Committee on Studies when 90% of the coursework is completed, the inquiry skills are complete, and the GPA in doctoral coursework is at least 3.5. After the successful completion of the written portion of the exam, the Committee will schedule the oral portion. This portion should be scheduled within two weeks of the successful completion of the written exam.

PIP 4: Program Exit. There are two major gateways prior to program exit. Candidates must successfully defend their dissertation proposal. Once the dissertation is complete, the candidate must successfully defend the dissertation. The dissertation must be successfully defended within 5 years of the completion of comprehensive exams.

PIP 5: Follow up. Graduating students, alumni, and employers are surveyed to determine the overall effectiveness of the program.

Assessment data are reported for the Ph.D. program annually (see Appendix B). Our Research Review Assignment has proved successful at identifying students who need more support. For example, of the 17 students taking SPCD 601 in Fall 2010, 3 students did not reach criteria for the research review and will be required to take the class again. The special education program reviews data on doctoral student progress through the Ph.D. Transition Points each fall semester. Data are collected in the Ph.D. Student Progress Grid and updated each semester (see Table 4).

The special education program faculty have been actively revising the Ph.D. procedures. The revision of the first section was completed in Spring 2012 and has been

uploaded to the program website. The special education faculty will be continuing this review and revision in 2012-13.

Table 4. Ph.D. Student Progress Grid

Student Name	Semester/Year Admitted	Advisor	Status	SPCD 601	SPCD 615	POS Committee Meeting	Comp Exam Date	Proposal Hearing Date	IRB Approved	Defense Date
Keiley, Debbie	Sp 2002	Copeland	G	FA 2003	SP 2004	7/17/06	7/24/06	8/7/09		10/18/11
Mack, Amber	Sp 2012	Copeland	A							
Pena, Jennifer	Sum 2007	Copeland	A	FA 2007	SP 2009	9/9/10				
Petner, Jami	Fall 2006	Copeland	G	FA 2007	SP 2007	5/20/08	8/24/09	3/31/10	Y	9/30/11
Shauger, Robert	Sp 2010	Copeland	A	FA 2011	SP 2011					
Scott, James	Sp 2005	Copeland	A	FA 2005		1/17/08	3/24/09	4/29/10		
Aragon, Luz	Fall 2007	Keefe	A	FA 2007						
Chavez, Patricia	Sp04/Sp10	Keefe	A	FA 2003	SP 2006					
Lewis, David	Fall 2002	Keefe	A			1/5/10	1/20/10			
McCord, Jessica	Sp 2010	Keefe	A	FA 2011	SP 2011	4/12	9/18/12			
Nieto, Stephanie	Sp 2010	Keefe	A	FA 2011		4/12				
Potter, Karen	Sp 2007	Keefe	A	FA 2007	SP 2007	5/12/09	10/8/09	11/7/11		
Rivera, Julie	Sp 2007	Keefe	A	FA 2008	SP 2007	5/11/09	11/11			
Semsch, Laurel	Fall 2010	Keefe	A	FA 2011	SP 2011					
Borisinkoff, Evan	Fall 2004	Luckasson	A	FA 2005	SP 2007	1/26/09	9/16/11	9/19/11	Y	
Broward, Bernadette	Fall 2010	Luckasson	A							
Buckles, Jason	Fall 2009	Luckasson	A	FA 2009	SP 2011					
Duff, Frances	Sum 2006	Luckasson	A	FA 2005	SP 2007	12/11/07	8/31/09	5/12/10	Y	
Green, Joan	Fall 2009	Luckasson	A	FA 2009	SP 2011	12/14/11				
Pedersen, Mette	Sp 2004	Luckasson	A	FA 2003	Y	11/27/06	2/22/07	8/25/09		12/9/11

Student Name	Semester/Year Admitted	Advisor	Status	SPCD 601	SPCD 615	POS Committee Meeting	Comp Exam Date	Proposal Hearing Date	IRB Approved	Defense Date
Rodriguez, Anthony	Fall 2005	Luckasson	A	FA 2005	SP 2009	1/29/08	9/25/09	4/6/10	Y	2/29/12
Stott, Clare	Sp 2003	Luckasson	G	FA 2003	Y		8/25/06	8/21/08	Y	6/20/11
Thompson, Daisy	Fall 2004	Luckasson	A	FA 2005	SP 2009	11/19/07	4/28/10	2/22/11		
Garcia, Gerry	Sp 2007	Nielsen	A		Y	4/13/09				
Hamilton, Nedda	Fall 2009	Nielsen	A	Y	Y					
Levin, Elisheva	Fall 2006	Nielsen	A	Y	Y	9/16/08				
Lopez, Pablo	Sp 2004	Nielsen	A	Y	Y	10/8/08	11/13/09			
Sedillo, Paul	Sp 2005	Nielsen	A	Y	Y	5/15/07	10/8/07	4/10/08	Y	
Shimada, Nadyne	Sum 2000	Nielsen	A	Y	Y	10/13/10	8/16/06	11/5/10		
Barbour, Fayette	Fall 2010	Qi	A	Y	Y	11/1/10				
Donaldson, Jessica	Sp 2010	Qi	A	Y	Y	3/30/10				
Khodari, Ahmed	Sp 2011	Qi	A	Y						
Moss, Charles	Sum 2009	Qi	A		Y	12/17/09				
Walton, Lenell	Sp 2010	Qi	A	Y	Y	1/15/10				
Wise, Cheryl	Fall 2006	Qi	A		Y	10/8/09				
Heggen, Amanda	Sp 2007	S de Valenzuela	A	Y	Y		9/16/09	9/23/09		
Ilesanmi, Oluwole	Sp 2012	S de Valenzuela	A							
Lopez-Ledezma, Susan	Fall 2006	S de Valenzuela	A	Y	Y	10/4/10				
Romero, Christine	Sp 2009	S de Valenzuela	A	Y	Y	1/11/12				
Silva, Joanne	Fall 2008	S de Valenzuela	A	Y						
Vining, Christine	Sum 2001	S de Valenzuela	A	Y	Y	8/8/07	10/24/07	11/29/10	Y	
Alwan, Emad	Sp 2009	Serna	A	Y	Y	10/11/10	5/13/11	5/13/11		
Baca, Christy	Sp 2011	Serna	A							
Chavez, Susan	Sum 2007	Serna	A	Y	Y	5/12/08	5/6/10			
Heider, Jane	Sp 2004	Serna	A	Y	Y	10/17/07				

Student Name	Semester/Year Admitted	Advisor	Status	SPCD 601	SPCD 615	POS Committee Meeting	Comp Exam Date	Proposal Hearing Date	IRB Approved	Defense Date
Lovato, Michael	Sum 2010	Serna	A	Y	Y					
McFarling-Hudson, Nicole	Fall 08/Sp10	Serna	A	Y	Y					
Noel, Kristine	Sp 2002	Serna	G	Y	Y		10/18/06	3/30/09	Y	10/4/11
Smith, Robert	Fall 2006	Serna	A	Y	Y					
Vincent, Michael	Sp 2007	Serna	A	Y	Y	6/15/10				
Williams, George	Sp 2005	Serna	G	Y	Y	10/2/08	7/2/10	7/2/10		4/19/11

A = Active, G = Graduated

Non-Teaching Undergraduate Minor

The non-teaching minor is available to any undergraduate student who is not a special education minor. The special education minor requires 20 credit hours of coursework as shown in Table 5.

Table 5. Special Education Minor Coursework

Required	SPCD 201 (3)	<i>Education of Exceptional Persons</i>
	SPCD 204 (3)	<i>Introduction to Special Education</i>
Electives		
Choose 15 credit hours		
	SPCD 302 (3)	<i>Introduction to Communication Disorders</i>
	SPCD 420 (3)	<i>Introduction to Intellectual Disability</i>
	SPCD 430 (3)	<i>Introduction to Emotional Behavior Disorders</i>
	SPCD 440 (3)	<i>Introduction to Learning Disabilities</i>
	SPCD 450 (3)	<i>Introduction to Early Childhood</i>
	SPCD 452 (3)	<i>Teaching Students with ID/SD</i>
	SPCD 465 (3)	<i>Art and the Exceptional Child</i>
	SPCD 467 (3)	<i>Physical Disabilities and Causes</i>
	SPCD 495 (3)	<i>Field Experience</i>

Students who are interested in the minor in special education meet with Dr. Liz Keefe or one of the faculty who work with the Special Education Dual License Program. The minor advisor works with the student to design a minor that will support their major area of study, interests, and their career goals as appropriate.

Instruction For Students With Intensive Social, Language, and Behavioral Needs

Certificate

The Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs provides advanced training in the area of autism spectrum disorders and interventions for students with significant support needs. This is a special recognition

awarded by UNM to professionals and parents who wish to acquire advanced instructional skills and knowledge in the area of communication, social, and behavioral interventions for students with significant support needs and students with autism spectrum disorders.

The Graduate Certificate Program is open to students who wish to pursue a graduate degree in Special Education or in other related fields at UNM, and to individuals who already hold a bachelor's degree in one of these fields and who are interested in having specialized training in work with students with social, language, and behavioral needs.

Curriculum. The certificate requires a minimum of 18 hours of specific graduate coursework plus successful completion of a capstone project. Courses include the following:

SPCD 582: *Teaching Students with Intensive Communication Needs* (3 credits)

SPCD 583: *Introduction to Autism Spectrum Disorders* (3 credits)

SPCD 584: *Research and Teaching/Intervention in Autism Spectrum Disorders* (3 credits)

SPCD 552: *Teaching Students with Intellectual Disability and Severe Disabilities* (3 credits)

SPCD 519: *Applied Behavioral Analysis in the Classroom* (3 credits)

SPCD 595: *Advanced Field Experience* (3 credits)

Additional requirements for completion of the certificate are:

- Maintain a minimum cumulative GPA of 3.0 on a 4-point scale.
- Have a Certificate Program of Studies approved by the Dean of Graduate Studies
- Be enrolled at UNM at the time that certificate requirements are completed.
- All six courses must be taken from UNM in order to earn this certificate.

Student learning objectives.

The overarching goal of the Instruction For Students With Intensive Social, Language, and Behavioral Needs certificate is to prepare practitioners who align curriculum, instruction and assessment to meet needs of diverse students with social, language, and behavioral needs. The following are specific student learning objectives

1. Apply evidence based practice in lesson planning
2. Demonstrate the ability to use assessment to develop instructional goals and strategies
3. Students will design and implement a functional behavior assessment to address academic and social behaviors
4. All students must successfully complete a capstone project. Each student in this certificate program will be required to complete a capstone project that demonstrates synthesis of theory, professional literature, and application to practice in Autism Spectrum Disorder or related severe disabilities. The content of the project will be developed by the student in conjunction with his/her certificate advisor and Program of Studies committee, but might include options such as developing, implementing, and evaluating a classroom intervention; creating professional development materials for parents or teachers; or completing a literature review focused on teaching language, social, or behavioral skills to students with Autism Spectrum Disorder or related severe disabilities.

We are just graduating our first students from the Instruction For Students With Intensive Social, Language, and Behavioral Needs Certificate so do not have assessment data to report. Assessment grids are provided in Appendix B.

Applied Behavior Analysis Certificate

The Graduate Certificate in Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities who have Behavioral Challenges is designed to prepare inservice special and general education teachers and related professionals as well as community providers (e.g., behavior therapists, developmental specialists, early interventionists) to conduct behavioral assessment with children and adults in need of behavior intervention services, provide behavior analytic interpretation of the results, and design and implement appropriate behavior interventions based on assessment results that will be implemented in home, school, and community settings.

The Graduate Certificate program is open to students pursuing a graduate degree in Special Education and in other related fields (e.g., Psychology) at the University of New Mexico and to individuals who minimally hold a bachelor's degree and are interested in advanced training in behavioral analysis and intervention.

The certificate offers two options, each developed prospectively with the designated faculty certificate advisor: (1) Students successfully complete a minimum of 18 hours of coursework and an approved final capstone project or (2) Students successfully complete the requirements of (1) and also successfully complete an additional 6 hours of advanced field experience to fulfill the field experience requirements for credentialing as a Board Certified Behavior Analyst (BCBA). Option (2) would prepare them to sit for the national credentialing exam for CBAs.

Prerequisite for Options 1 and 2

- SPCD 582 Teaching Students with Intensive Communication Needs (3)
- SPCD 519 Applied Behavioral Analysis in the Classroom (3)

- SPCD 510 Special Education Law (3)

Total Required Course Work for Option 1

- SPCD 505 Seminar in Special Education: Advanced Applied Behavior Analysis (3)
- SPCD 619 The Application of ABA to Academic Research in Special Education (3)
- SPCD 595 Advanced Field Experience (3)
- Elective (3) (approved by faculty certificate advisor)

Total Required Course Work for Option 2

- SPCD 505 Seminar in Special Education: Advanced Applied Behavior Analysis (3)
- SPCD 619 The Application of ABA to Academic Research in Special Education (3)
- SPCD 595 Advanced Field Experience (9)
- Elective (3) (approved by faculty certificate advisor)

The ABA Certificate will be accepting students beginning in Fall 2012 so we do not have any assessment data on this program at this time.

Educational Specialist

The Special Education Specialist in Education (Ed.S.) certificate program is specially designed to provide an opportunity for advanced study of the principles, theories, and practices in special education. Applicants who already have obtained a master's degree in special education may be considered to pursue this advanced certificate. The Ed.S. may be appropriate for individuals who intend to engage in providing direct support to individuals, coordinate or supervise programs, or provide in-service or pre-service specialized training. The program of studies is a sequence of academic and professional experience that is carefully planned by the student and the Ed.S. Committee on Studies. It must include at least 30 hours plus 6 hours research/project through independent study credit.

Enrolment in the Ed.S. has been very low with only one graduate in the last five years. The special education program faculty needs to evaluate the place of the Ed.S. within the overall program. The special education faculty will evaluate the range of certificate offerings to assess whether the targeted 18-24 hours certificates such as Instruction For Students With Intensive Social, Language, and Behavioral Needs and Applied Behavior Analysis are meeting the needs of educators for continuing professional development and making the Ed.S. obsolete.

Educational Diagnostician

UNM's Educational Diagnostician Program provides advanced training in educational diagnosis. Courses and activities are designed to prepare students for careers as Educational Diagnosticians, focusing on the role of educational assessment in the identification, classification, and supports of children with exceptionalities from preschool through high school. This program emphasizes cultural and linguistic diversity, instruction in using a variety of assessment techniques, and the connection between assessment and instructional programming.

Students who are admitted to the UNM Educational Diagnostician Program will complete the program as a cohort, with all of the students taking the courses in a specific sequence as they are offered. Generally, one course is offered per semester. The UNM Educational Diagnostician Program works closely with the community, including the public school districts, to provide our students with high-quality theoretical and practical knowledge and experiences.

The program is open to students who wish to pursue licensure in conjunction with other graduate work they are currently completing at UNM. This coursework meets the

New Mexico Public Education Department coursework requirements for licensure in the State of New Mexico as an Educational Diagnostician.

Curriculum. The Educational Diagnostician Program is not currently a graduate program but is a sequence of courses that are completed while a student is in graduate status. A Graduate Certificate in Educational Diagnosis is moving through the curriculum review process and we anticipate it will be approved by 2013-14. The following course of study is approved by New Mexico Public Education Department for licensure as an educational diagnostician:

SPCD 564L: Introduction to Assessment for Eligibility for Special Education Supports

SPCD 561L: Diagnostic Assessment of Young Children

SPCD 563L: Multidisciplinary Collaboration for Diagnostic Assessment

SPCD 568L: Diagnosis of Multicultural Exceptional Children*

SPCD 566L: Differential Diagnosis I*

SPCD 567L: Differential Diagnosis II*

SPCD 569L: Clinical Internship in Educational Diagnosis**

LLSS 556: First and Second Language Development

*These courses have an Advanced Application of Skills (SPCD 596L) component that must be taken during the same semester as the course.

** Successful completion of this program includes the completion of a 300-hour internship. All coursework and other general licensure requirements must be completed prior to enrollment in the internship.

Student learning objectives. Student learning objectives identified for annual reports are as follows:

1. Demonstrate the ability to coherently analyze and integrate relevant information to make appropriate recommendations that assure that students with exceptionalities have appropriate supports for educational success.
2. Demonstrate the ability to competently administer and score standardized assessments
3. Demonstrate the ability to make appropriate recommendations based on assessment information

Assessment. The educational diagnostician preparation program was moved to the special education department from Continuing Education in 2006. Two faculty have been hired to work with the educational diagnostician program and the special education program as a whole. The educational diagnostician preparation program is a cohort program that begins new students every two years. The program takes three years to complete. We are planning to add evaluations in TK20 for the educational diagnostician program. It has been difficult to find an adequate system to collect data because all of the educational diagnostician students must be accepted into another graduate program in order to complete their coursework. The previous data system pulled data by identifying students by program in the Banner system. TK20 allows us to collect data specific to a groups of courses which will make is easier to separate out data for the educational diagnostician program. In this section, progress of students since the educational diagnostician program returned to the special education program will be reported.

In August 2008, 11 students completed the program (1/2 of their program was completed before we moved the program entirely back within our department). All students met or exceeded expectations in their culminating internship experience. Ten of the graduates were able to find work as Educational Diagnosticians (one student was from Los Alamos and wasn't able to find work in that community). In August 2011, six students completed the program successfully. All students met or exceeded expectations in their culminating internship experience. Five found positions as educational diagnosticians and one choose to retain her position as an administrator.

The faculty working with the educational diagnostician program have identified a number of challenges related to the recruitment and retention of students to the educational diagnostician program.

- Beginning educational diagnosticians may make less money than teachers or administrators so graduates may find themselves taking a pay cut.
- Students have to apply and be accepted into a graduate program they may not be interested in completing so that they can pursue the educational diagnostician coursework.
- The special education program typically requires 9-18 hours of pre-requisite courses for the educational diagnostician license coursework above and beyond the 30 hours required by New Mexico Public Education Department for licensure.
- The program takes three years to complete which can be discouraging to some potential students.
- Lack of appropriate internship placements.

- The need for a more diverse group of faculty to teach the courses so the students do not have the majority of their coursework with one or two faculty.

We anticipate that the Graduate Certificate in Educational Diagnosis will be approved in the coming year. This will help address one of the issues. The special education faculty need to support the educational diagnostician faculty in addressing the remaining issues.

4. Institutional Contributions

The need for interdisciplinary collaboration is particularly salient for our program because the lives of individuals with disabilities and their families are potentially impacted by broad educational, medical, and socio-political influences that go far beyond special education alone. As a program, we purposefully seek out collaborative relationships that will enhance our work and in turn the lives of individuals with disabilities. These collaborative relationships are developed and implemented through program planning that ensure that these collaborative endeavors are consistent with our mission and that we can support the relationships with our resources.

Specific examples of these collaborative relationships at the program level include the following. The Special Education Program offers five or more sections each semester of SPCD 489/589 *Teaching Exceptional Students in General Education* for Elementary Education and Secondary Education. This is a required course for the BSED in Elementary Education and Secondary Education as well as the M.A. in Elementary Education and Secondary Education. The Special Education Program offers cross-listed courses with Art Education, PE, Music Education, and Speech and Hearing Sciences. We also offer an undergraduate minor in special education which is particularly popular with Psychology undergraduates but also provides an option for a minor for other undergraduates students throughout UNM.

In addition to program-level collaborations, faculty also take the lead in establishing interdisciplinary relationships consistent with the mission of the Special Education program. Some examples will be given here. Dr. Julia Scherba de Valenzuela has coordinated the Educational Linguistics program, advises doctoral students on Educational

Linguistics, teaches undergraduate and graduate courses in the Department of Language Literacy and Sociocultural Studies (LLSS), and is a member of the cross-department bilingual/ESL faculty. Professor Ruth Luckasson has co-taught with faculty from UNMH and the Department of Educational Leadership (EDLEAD) and collaborated on research and scholarship with nutrition and health education faculty. Dr. Liz Keefe has co-coordinated the Dual License Program with faculty from LLSS, collaborated with Department of Teacher Education (TED) faculty, taught TED and LLSS courses, co-taught with LLSS, TED, and Art Education faculty, co-taught, and conducted and disseminated research with Zimmerman Library faculty. Drs. Erin Jarry, Susan Kingsley and Veronica Moore teach sections of EDUC 400 each semester. Dr. Susan Copeland has co-taught with faculty from TED and LLSS. She has conducted collaborative research with faculty from LLSS. Susan worked collaboratively with the psychology department to develop the Applied Behavior Analysis Certificate program. Dr. Joanna Cosbey collaborates with the Occupational Therapy department. Dr. Margo Collier co-teaches and conducts collaborative research with faculty from TED and Art Education. Dr. Trish Steinbrecher is exploring co-teaching with faculty from TED, developing collaborative research with Educational Psychology faculty, and with the Center for Educational Policy. Dr. Veronica Moore is collaborating with the Physical Education Program to explore adaptive recreation opportunities and co-teaching opportunities. Dr. Cathy Qi and Dr. Loretta Serna are reaching out to Early Childhood as they work to re-establish early childhood courses in special education. The Dual License Program collaboratively developed a 2 + 2 program with CNM. The Special Education Program is collaborating with UNMW to offer undergraduate and graduate courses in Rio Rancho. This will involve the development of collaborative relationships with CNM West and CNM Rio

Rancho. A Visiting Assistant Professor is in the process of being hired who will be specifically assigned to the development and implementation of these collaborative relationships in Rio Rancho.

In the next ten years, we anticipate thoughtfully continuing and increasing these collaborative efforts with other academic units and two year institutions. We are particularly interested in increasing collaboration in the areas of early childhood, bilingual/ESL, and adaptive PE. We would also like to explore establishing a lab school or partnership with charter school(s) or charter districts. We plan to continue collaborating with UNMW and CNMW/CNMRR to meet the needs of a growing population in Rio Rancho and the west side of Albuquerque.

5. Student Profile and Support Data

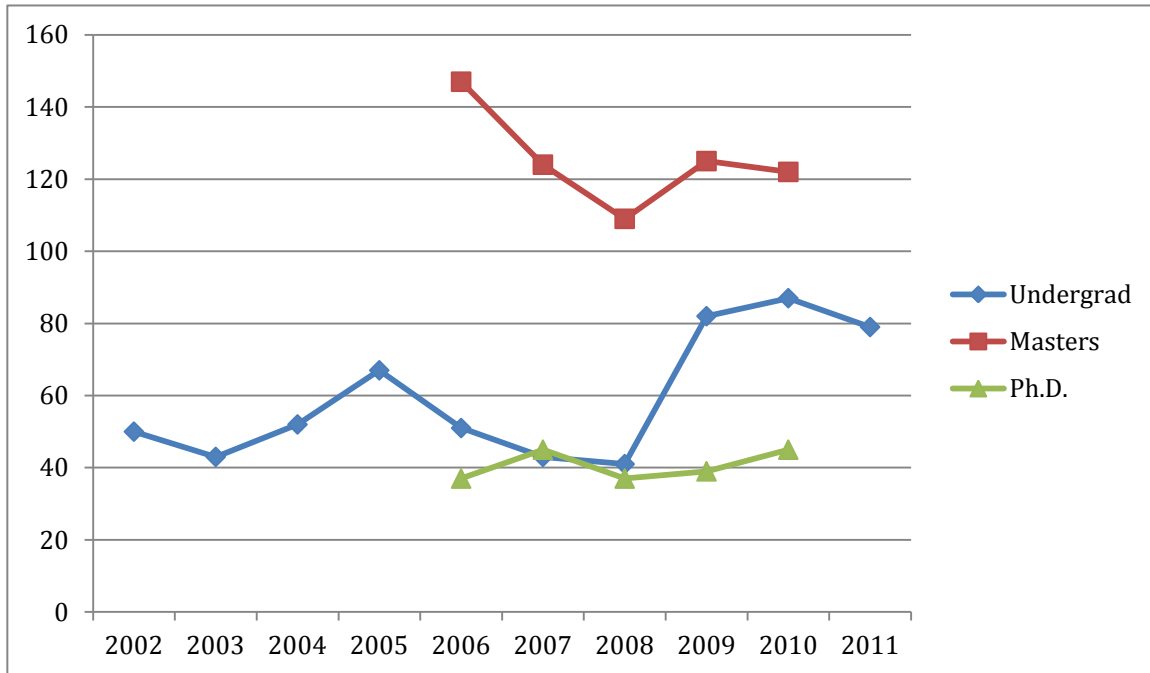
Admissions

As can be seen from Figure 1, the pattern of admissions has varied across levels. Data were only available for 2006-10 for the graduate programs. The total number of admissions in 2006 and 2010 was the same – 311. However, during that time undergraduate admissions increased while master’s admissions decreased and Ph.D. admissions remained stable. The program did expect to see a reduction in the M.A. numbers due to the ending of Albuquerque Public Schools (APS) Project MORE in 2006 which funded graduate tuition for 20-30 special education teachers who were teaching on sub-standard licenses and the APS/UNM/Albuquerque Teacher’s Federation (ATF) Partnership Program in 2009 which funded tuition for 20 teachers a year on Intern licenses. There has also been a proliferation of alternate license programs in special education at two and four year institutions in New Mexico. The special education program is aware of the need to improve graduate recruitment efforts and did receive recruitment grants from UNM Office of Graduate Studies in 2009 and 2010. The downward trend of admissions bottomed out in 2008 and since that time there has been an increase that we hope to sustain over the next decade.

The faculty did substantial recruitment for the undergraduate program by coordinating advisement with CNM, developing brochures and flyers to distribute in schools, and undergraduate courses at CNM and UNM, attending high school career days, and attending various recruitment fairs. These recruitment efforts clearly have had an impact on applications and admissions to the undergraduate program. We also started advising our own students rather than sending them to the advisement center early in

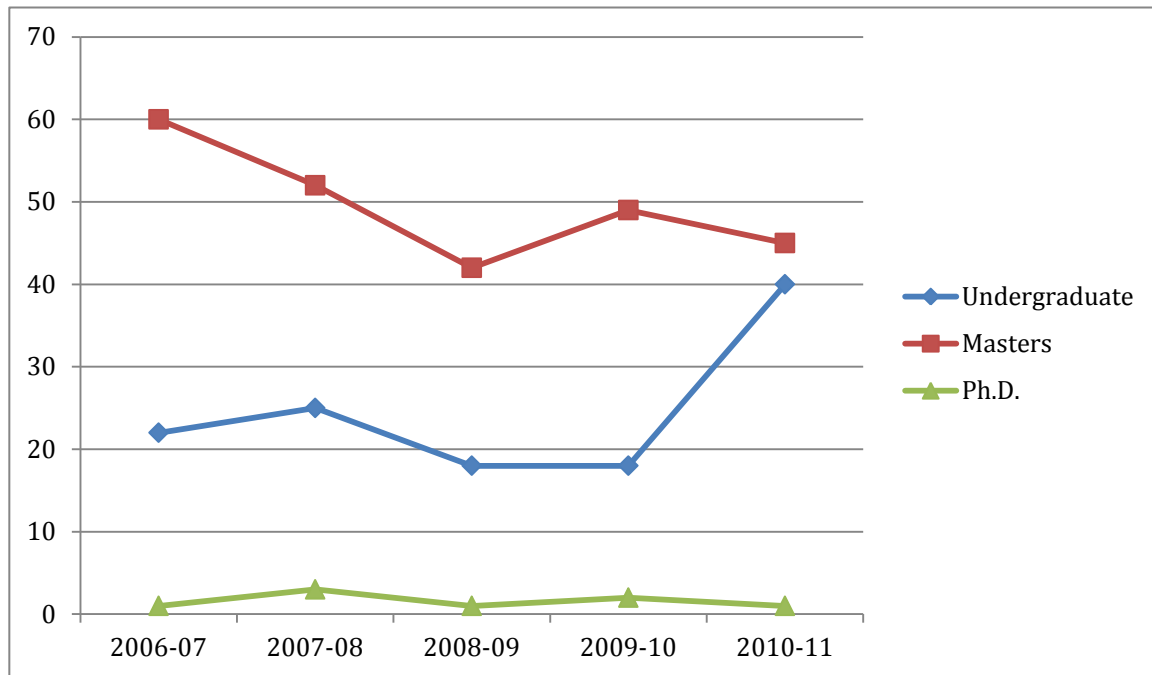
2008. We believe this improved the consistency of advising and has attracted more students to our program. We believe that these students will begin coming into the graduate programs in greater numbers and that increase the admissions for the M.A. in Special Education.

Figure 1. Special Education Enrollments for BSED, Masters, and Ph.D. 2002-2011



Completion. We do not have adequate completion data to allow us to track specifically which students complete our programs and how long they take. Figure 2 does show the number of degrees awarded at the undergraduate and graduate level for the past five years.

Figure 2. Degrees awarded for BSED, Masters, and Ph.D. 2006-2011



Based on our own program records we have graduated 100% of our BSED SPCD students over the past five years. The undergraduate program requires advisement with a faculty member every semester to help ensure students sign up for the correct classes and for encouragement, career help, academic support, and problem solving. The faculty also know the students well over the two years they are in the program. The same faculty that advise, also teach many of the courses. During the final year when the students are completing full time student teaching, the faculty and field supervisors meet monthly to proactively address and potential problems and to provide support for the students in this critical time. Attrition in our program historically is very low and typically occurs if there is a mismatch between the students' skills or career goals with our program. In this case we will counsel the students into a more suitable program. We do have many non-traditional

students who may take more than four years to complete our program because they have changed majors over the course of their careers. For example, a number of our students are former educational assistants who may be returning to UNM after an absence of many years to raise families. We also have a large number of students who complete the first 60 hours of their coursework at CNM and we do not have data to show how many years they spent at CNM. Once the students transfer to UNM it typically takes them two years to complete the Special Education Dual License Program. We do have a 2+2 agreement with CNM which is designed to help students graduate in 4 years. Finally, most of our undergraduate students are full-time students making progress more rapid and completion more likely. Typically over 90% of our undergraduate students are full-time students.

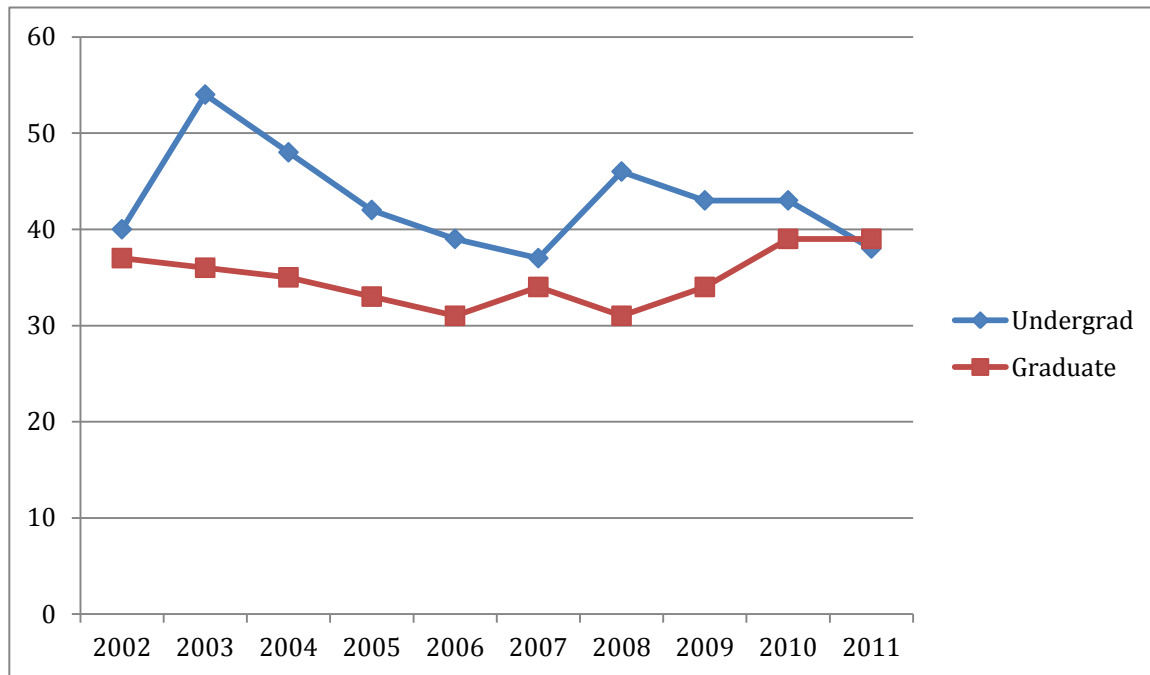
The M.A. students do not go through our program as a cohort group so it is very difficult to track which students complete. Students have seven years to complete the M.A. degree. In contrast to the undergraduate program, students in the graduate program are predominantly part-time students from a low of 15% full-time students in 2006 to a high of 39% in 2011. There has been an increase in full-time students recently partly due to the Federal TEACH grant funding, which requires full-time attendance. Completion rates for the M.A. program is also negatively impacted because students who apply to the M.A. program so they can complete coursework in the educational diagnostician program or gifted coursework – these students never intended to complete the M.A. but they needed to be graduate students in order to take the coursework and/or receive financial aid.

The faculty have been very concerned about the low completion rates in our doctoral program. Faculty are looking at data each year to identify which students may need extra financial, academic, or personal support to make progress in their studies. The

majority of our doctoral students are part-time so they are trying to complete a doctorate while also working full-time. We are pleased that six students completed their doctorates in 2011-12. This is the highest number of doctoral completions since the last APR. We will continue to track completions and assess whether the improvement is partially the result of the entire faculty examining doctoral data every year and identifying needs for support. As mentioned above, faculty are reviewing the doctoral program to see what changes we may need to make to improve our program and completion rates.

Demographics. Figure 2 shows us the trend of minority student enrollment in special education at the undergraduate and graduate levels 2002-2011. Minority enrollment at the undergraduate level has gone up and down over the past decade. The percentage in the graduate program has remained stable. The overall downward trend in the percentage of minority students admitted to the undergraduate program is of concern to the special education faculty. The student population in New Mexico is 72% minority. There is a significant gap between the ethnicity of the children in New Mexico's schools and the ethnicity of the teachers we are preparing. The special education program is aware of this disparity and this is an area we intend to address in our recruitment and retention plans.

Figure 3. Percentage of Minority Students 2002-2011



There is also a continuing gender gap in our programs. The gap is greater at the undergraduate level where the range was from a low of 6% males to a high of 40%. At the graduate level, the percentage of male students ranged from 21% to 29%. The percentages were variable across each level with no clear pattern.

Student Credit Hours

Trends for student credit hour production are shown in Table 6. Undergraduate student credit hours were variable until 2008 when a four year trend of increases in credit hours began. Graduate credit was also variable with a steady increase beginning in 2009 to present. Our recruitment efforts and addition of more options at the graduate level appear to be having a positive impact on credit hour production.

Table 6. Student Credit Hours 2002-2011

Year	Undergraduate	Graduate	Total
2002	1791	3912	5703
2003	1773↓	3900↓	5673↓
2004	1940↑	4287↑	6227↑
2005	1775↓	4636↑	6411↑
2006	1896↑	4057↓	5953↓
2007	1566↓	3371↓	4937↓
2008	1641↑	2969↓	4610↓
2009	1937↑	2881↓	4818↑
2010	2426↑	3224↑	5650↑
2011	2482↑	3143↑	5625↑

Advising Procedures

We believe that effective advising is a critical element of student retention at the undergraduate and graduate levels. All of our students are assigned a faculty advisor no matter what their level or program.

Undergraduate Advising. Three faculty serve as advisors for the undergraduate major and minor with administrative support from the Special Education Academic Advisor. Our students are not advised through the Center for Student Success. We advise our students from initial inquiries through graduation. We believe this helps with student retention as they develop stronger relationships with faculty. We would like to continue to advise our own students.

M.A./EdS/GCert advising. Faculty serve multiple roles as chairs of committees, advisors, and members of M.A./EdS/GCert committees. All faculty serve as advisers for our M.A./EdS/GCert students with administrative support from our Academic Advisor. Each M.A./EdS/GCert student has a minimum of three faculty on their committees. We would

prefer to chair no more than 20 M.A./EdS/GCert committees per faculty member. Currently some faculty members carry loads above this number.

Ph. D. advising. Faculty co-chair their first doctoral student with a senior faculty member. Faculty chair doctoral committees and are responsible for advising the students through the development of the program of studies, comprehensive exams, and dissertation. Faculty also serve as committee members on doctoral program of students and dissertation committees. We would prefer to chair no more than six doctoral committees per faculty member. Currently some faculty members carry loads above this number.

Financial Support Awarded by Unit. The department funds graduate assistantships for the special education and art education programs. The number of graduate assistantships for the department in 2011 was nine. This is the lowest number since there were eight assistantships funded in 2004. The highest number of assistantships was 16 in 2007. The special education program would like to be able to provide more assistantship support particularly to our doctoral level students.

6. Faculty Matters

The special education faculty are very diverse in terms of their research and teaching expertise and interests. This diversity is the result of strategic planning by the faculty in collaboration with the department chair. The COE has a specific process approving faculty hires, which must be justified by the program based on the mission and strategic plan of the unit together with an analysis of current and future need. As discussed in section 2/3, the special education program offers a wide range of undergraduate and graduate programs in order to meet the educator preparation and leadership needs in the area of disability. These various degree and certificate programs can only be successful if we have sufficient faculty to develop and implement each area. Due to retirements and faculty leaving the program since the last Academic Program Review, there are not enough faculty dedicated to the area of learning disabilities at the graduate level. While faculty across the program do have expertise in learning disabilities, they are committed to other areas such as undergraduate education. We have submitted proposals for new positions in the area of learning disability. Our most recent retirement involved the only faculty member who had expertise in the area of gifted education. This fact, in conjunction with the establishment of a 24 hour gifted endorsement by New Mexico Public Education Department is prompting an evaluation of the place of gifted education in our special education program.

The number of FT tenure track faculty has been stable over the past five years numbering 10 in 2006, 2007, and 2011 and numbering 9 in 2008 and 2009. The number of FT non-tenure track faculty has carried from two in 2006-07, to four from 2009-10, to the

current number of three. The total number of FT faculty ranges from 12 in 2006-08 to 13 in 2009 to present.

Full time faculty teach the majority of our courses at the undergraduate and graduate levels. Our tenure track faculty have been teaching a 3-3 load in order to minimize the need to hire part-time instructors. Part-time instructors have taught between 5 - 7.5 courses a year for the special education program. Table 7 documents the number of Part time instructors hired per semester and the total Student Credit Hour production.

Table 7. Part Time Instructors

Year	Spring	Summer	Fall	Yearly SCH
2011	1	1	3	372
2010	3.5	1	3	450
2009	3	1	5	546
2008	1	1	4	218
2007	2	1	3	301
TOTAL	10.5	5	18	1887

All of the tenure and non-tenure track faculty hold a doctoral degree and all are full-time. One faculty member is Hispanic, one is Asian and eleven are White. The rank of the current tenure track faculty are:

- Full Professor (3) – Luckasson, Serna, and Keefe
- Associate Professor (3) – Copeland, Qi, and Scherba de Valenzuela
- Assistant Professor (4) – Collier, Cosbey, Griffin, and Steinbrecher

The three non-tenure track faculty are all Lecturer III – Jarry, Kingsley, and Moore.

Evaluation of Faculty

Faculty are evaluated in the areas of scholarship, teaching, and service each year through the annual review and merit processes. Faculty teaching is evaluated through the

Individual Development and Educational Assessment (IDEA) process as documented at <http://www.unm.edu/~idea/>. Faculty can also design their own evaluations to supplement this process. Faculty also report annually on their scholarship, service, and other teaching/advising accomplishments.

Our faculty are very productive in scholarship, teaching and service and all contribute to a vital academic climate in the special education program. Table 8 shares the expertise areas of each of our faculty together with their teaching and advising loads. Our faculty have been teaching a 3/3 load or equivalent even when the rest of the COE went to a 3/2 load. We have been doing this because of a commitment to providing the highest quality preparation for educators and leaders. We have kept the hiring of part-time instructors to a minimum (see Table 7). One of the program goals has been to move to a 3/2 teaching load. With the recent hiring of two Visiting Assistant Professors for 2012-13, the special education faculty were just informed that the special education program will be transitioning to a 3-2 load by 2013-14 or earlier.

There is significant support for new faculty from the COE and program. New faculty are assigned a reduced teaching load for their first year, typically 2-2. This may be reduced further in the future as we transition to a 3/2 load. New faculty are assigned a Faculty Mentor through the COE mentoring program. New faculty and their mentors meet every month in a structured format organized by the Associate Dean for Curriculum and Faculty Development. New faculty also receive informal support from their mentors and other faculty. The department chair and program coordinator mentor and support new faculty in the areas of research, teaching, advisement, and service. New faculty are given reduced advising loads and advised not to volunteer to serve on too many committees. New faculty

are encouraged to seek out internal sources of funding for their research. The COE and department offer many sources of seed money for research and teaching innovation.

Support is also provided to all faculty for continuing innovation in teaching and research. Sources of funding include Research Allocation Grants, Teaching Allocation Grants, OFAC, and Summer Research Grants. The Office of Support for Effective Teaching offers ongoing support for all faculty for teaching. The Associate Dean for Research in COE offers support for research and the development of grant proposals.

Faculty Areas of Expertise and Teaching

Table 8. Expertise and Teaching - Current Full-Time Tenure-Track Faculty

Faculty	Areas of Expertise	Current Teaching Load and Releases	Advising		
			UG	M.A./CERT	PHD
Collier	Assessment; secondary and postsecondary transition for students with disabilities; inclusion; reading instruction for struggling readers for individuals with disabilities; and art for exceptional students.	3/3		6	
Copeland	Self-management strategies for individuals with disabilities; applied behavior analysis; secondary inclusion; transition from school to adult life for students with disabilities; advocacy and empowerment for individuals with disabilities; literacy instruction for persons with moderate or severe disabilities.	3/3		30	6
Cosbey	Meaningful assessment; early childhood education; social participation; sensory processing disorders.	2/2 (plus Ed Diag. coordination)		12	
Griffin	Transition from school to adult life for students with disabilities; applied behavior analysis; inclusion of people with disabilities and their families in faith communities.	2/2 (New faculty release)			

Faculty	Areas of Expertise	Current Teaching Load and Releases	Advising		
			UG	M.A./CERT	PHD
Keefe	Inclusive education; collaborative teaching models; educational equity; intellectual disability & severe disabilities; differentiation of instruction; literacy.	2/1 (Program coordination, Special Education Dual License Program coordination, Chair UG Committee)	25	22	6
Luckasson	Public policy issues affecting individuals with disabilities; legal rights of persons with disabilities and their families; teacher preparation - intellectual disability and severe disabilities; defendants, victims, and witnesses with intellectual disability; clinical judgment in educational diagnosis.	1/1 (Should be 0/0 - department chair)			8
Qi	Autism spectrum disorders; language assessment and intervention; behavioral observation and intervention.	2/2 (Grant release)		20	8
Scherba de Valenzuela	Bilingual special education; language socialization and communication development among culturally and linguistically diverse populations; portrayals of individuals with disability in the media; and assessment of culturally and linguistically diverse learners.	3/3		25	7
Steinbrecher	Special education teacher effectiveness; Special education teacher quality; Measuring effective instruction for students with high incidence disabilities; Online instructional technology in teacher education; Building and maintaining online interaction for communities of practice; quantitative methodologies for analysis in special education.	2/3 (New faculty release)		25	1
Serna	Self-determination and social behavior; instructional strategies for at-risk youth; applied behavioral analysis; program evaluation.	3/3		35	6

Table 9. Expertise and Teaching - Current Full-Time Non-Tenured Faculty

Faculty	Areas of Expertise	Current Teaching Load	Advising	
			UG	M.A./ CERT
Jarry	Teacher preparation to support inclusive education, educational leadership for inclusive education, and collaborative teaching models.	4/4	30	
Kingsley	Early identification and early intervention for preschool children with behavior problems; evidence based practices in preservice teacher education and early childhood special education.	4/4	5	
Moore	Peer supports; student empowerment; teaching strategies for inclusive settings; co-teaching/collaboration; classroom management.	4/4	35	4

Scholarship

The special education faculty have been extremely productive in all areas of scholarship. Table 10 summarizes the publications and scholarly products, presentations, grants, and awards over the past five years at UNM. All current tenure track faculty have peer reviewed articles and/or book chapters and books. An analysis of scholarly products and peer reviewed presentations by rank indicate that our faculty are increasingly productive as they progress through the ranks from assistant to full professor. Over the past five years at UNM, the three full professors have an average of 14 scholarly products and 14 presentations; the three associate professors average 7 scholarly products and 15 presentations; and the four assistant professors average 5 scholarly products and 4 presentations. The faculty have achieved this high level of productivity while teaching a 3/3 load or equivalent and being extremely active in service. Lecturers in the special education program carry a 4/4 teaching load, high advisement loads, and spend significant

amount of their time in the field directly supervising our student teachers. Over the past five years at UNM, the three lecturers averaged 3 scholarly products and 4 presentations.

Faculty Scholarship, Grants and Awards (At UNM Only) - 2007-12

Table 10. Scholarship - Current Full-Time Tenure Track Faculty

Faculty	Rank Year of Hire	Publications	National/ International Presentations	Grants	Awards
Collier, Margo	Assistant 2010	1 Peer Reviewed article 2 Book Chapters 1 Teacher Manual 1 documentary 1 website	5 presentations 1 poster	External \$10,000 Internal \$34, 695	
Copeland, Susan	Associate 2001	3 Peer Reviewed Articles 1 Book 5 Book Chapters 1 Book Review	16 presentations 2 posters	Internal \$788	Regent's Lecturer 2012-2015 TEXTY Reviewer of the Year TASH RPSD
Cosbey, Joanna	Assistant 2007	3 Peer Reviewed Articles 1 Book Chapter	2 presentations		
Griffin, Megan	Assistant 2012	3 Peer Reviewed Articles			Student Award AAIDD
Keefe, Liz	Full 1998	5 Peer Reviewed Articles 1 Book 1 Chapter	13 presentations 2 posters 3 Webinars	Internal \$3,500	TEXTY
Luckasson, Ruth	Full Distinguished 1981	12 Peer Reviewed Articles 3 Books 5 Books Chapters	16 presentations	External \$2,123,636	Special Service Award, AAIDD Distinguished Professor
Qi, Cathy	Associate 2004	4 Peer Reviewed Articles	5 presentations 13 posters	External \$342,655 Internal \$39,526	2009 Diversity Champion ASLA National award

Faculty	Rank Year of Hire	Publications	National/ International Presentations	Grants	Awards
Steinbrecher, Trish	Assistant 2011	3 Peer Reviewed Articles 3 Book Chapters	3 presentations 2 posters	Internal \$14,467	
Scherba de Valenzuela, Julia	Associate 2001	6 Book Chapters	9 presentations 1 poster		
Serna, Loretta	Full 1995	1 peer reviewed article 2 invited book articles 7 book chapters 2 books 1 published curriculum 1 published teacher's guide to the curriculum	9 presentations		

Table 11. Scholarship - Current Full-Time Non-Tenure Track Faculty

Faculty	Rank Year of Hire	Publications	National/International Presentations	Grants	Awards
Jarry, Erin	Lecturer III 2009		1 Poster		
Kingsley, Susan	Lecturer III 2011	2 Peer Reviewed Articles 1 Teacher Manual	5 Presentations	Recipient, Graduate Research Grant, Research Triangle Schools Partnership, UNC, Chapel Hill, 2010.	Graduate Fellow, US DOE grant on Evidence Based Practice, 2006- 2010
Moore, Veronica	Lecturer III 2003	1 Peer Reviewed Article 2 Instructor Manuals	4 Presentations 2 Webinars		

Table 12. Tenured and Non-Tenured Full-Time Faculty No Longer with the Program

Faculty	Rank Dates of Hire	Publications	National/International Presentations	Grants	Awards
Barrera, Isaura <i>Retired</i>	Associate 1990-2010	1 Peer Reviewed Article 1 Book 1 Book Chapter	2 Presentations 2 Posters		
Nielsen, Elizabeth <i>Retired</i>	Associate 1990-2012	1 Published Curriculum	23 presentations		Distinguished Service to Field of Gifted Education –CO Association for Gifted and Talented
Clark, Nitasha	Lecturer II 2007-2011	1 peer reviewed article	5 presentations		
Peters, Kelley <i>Grant funding ended</i>	Lecturer III 2003-2011		1 presentation		

Service Activities

The faculty in special education provide extensive service to the university, the profession, and the community at global, national, and local levels. Table 13 demonstrates this commitment of service by giving some examples of exemplary service contributions from the special education faculty over the past five years. This table will demonstrate that special education faculty take leadership positions at all levels of service throughout their careers.

Table 13. Service Examples - Current Full-Time Tenure-Track Faculty

Faculty	UNM	Community	Profession
Collier	Search Committee Special Education Dual License Program Ad Hoc Committee	PRO FAF Website LLHS Transition Assessment	
Copeland	UNM IRB COE Core Mission TF Search Committee Chair	NM Autism Advisory Board Self-Advocacy Center	Ed Board RPSD Assoc Ed RASE
Cosbey	Graduate Committee OT Grad Program Advisory Board UNM Senate Prof. & Grad. Committee	New Mexico Public Education Department TEAM New Mexico Public Education Department Dual Discrepancy Advisory Committee	Reviewer for Sage and AAIDD
Griffin	ABA planning Team		Reviewer AJIDD, RPSD
Keefe	Coordinator, Special Education Chair Undergraduate Committee Search Committee Chair	Families as Faculty Advisory Board	TASH Chapter Committee Co-Chair Local Arrangement DEC Conference

Faculty	UNM	Community	Profession
Luckasson	Chair, Educational Specialties	WHO Working Group on ID The ARC Legal Advocacy and Human Rights Committee	Consulting Editor Scandinavian Journal of Disability Research
Qi	T & P Committee CI Coordinator Search Committee	NM Autism Advisory Board Health Committee YDI	President, NM DEC Editorial Board YEC Co-Chair Local Arrangement DEC Conference
Scherba de Valenzuela	Search Committee Chair CI Coordinator	Alta Mira Board of Directors	External P & T Reviewer AAIDD Ad Hoc Committee
Steinbrecher	Faculty Advisor SEGSO Search Committee		Reviewer JTE, TESE, JSE
Serna	Scholarship Committee Search Committee CII Coordinator	Workshops YDI and RFK Charter School	External P & T Reviewer

Table 14. Service Examples - Current Full-Time Non-Tenure Track Faculty

Faculty	UNM	Community	Profession
Jarry	Undergraduate Committee Scholarship Committee	PRO FAF Advisory Board	
Kingsley	ECSE Planning Task Force		Office of Head Start Grant Reviewer
Moore	Co-Chair Field Service Committee APS/UNM MOU TF Special Education Dual License Program Field Placement Coordinator	CNM Advisory Board Adaptive Ski Program CHS Disability Awareness Day	Reviewer TEC

Summary

The special education faculty are a very productive group across scholarship, teaching, and service. The work of the faculty is guided by the mission of our program, which is:

- To recruit and prepare competent and caring professionals and other personnel who serve individuals with exceptionalities and their families. Implicit in these activities is the belief that learning is a lifelong process.
- To conduct inquiry and disseminate research and information related to issues affecting individuals with exceptionalities and their families.
- To provide professional services to individuals with exceptionalities and their families, as well as to other stakeholders who play a key role in their lives.

To achieve this mission, the special education faculty collaborate with and across programs and departments, collaborate and listen to stakeholders, and integrate scholarship, teaching, and service throughout their careers.

7. Resource Bases

Support Personnel

The Department of Educational Specialties is comprised of two programs – Special Education and Art Education. Support staff for the department consists of 5 staff: one Department Administrator A2, one Senior Fiscal Services Tech, one Academic Advisor and two Administrative Assistants 2.

The Academic Advisor is dedicated full time to Special Education (see attached job description). Three other department staff contribute significant time to the Special Education Program. The Department Administrator assists faculty with administrative tasks related to promotion/tenure, faculty hiring, catalog revisions, curriculum forms and mandated reporting. She manages the budget and prepares student employee, Graduate Assistant and Part Time Instructor contracts. She hires and supervises staff and work study students. The Senior Fiscal Services Tech purchases supplies and tracks expenditures associated with Special Education. She also reconciles accounts and assists with grant application and administration. The Administrative Assistant 2 assists faculty with the course schedule build, course evaluations and office support.

Program Facilities

Classrooms. The program schedules courses through the University scheduling system and generally uses classroom space in College of Education controlled buildings.

Offices. Department administrative offices are located on the first floor of Hokona Hall. One of the first floor offices functions as a Library and Resource Center for the Educational Diagnostician Preparation Program. Faculty offices are located on the second floor of Hokona Hall.

Storage. The department has access to approximately nine small storage closets interspersed throughout Hokona Hall.

Common areas. There are no common areas dedicated to the Special Education Program. The College of Education provides two large, comfortable common areas for students in Travelstead Hall.

Printing services. Students may use the University Copy Center located on the first floor of Travelstead Hall adjacent to Masley Hall.

Space listing. An overall listing of space assigned to the Special Education Program is as follows:

Special Education Faculty:

- Brawley-Wigren, Melanie, Hokona 266
- Collier, Margaret, Hokona 290
- Copeland, Susan, Hokona 258
- Griffin, Megan, Hokona 264
- Jarry, Erin, Hokona 138
- Keefe, Elizabeth, Hokona 269
- Kingsley, Susan, Hokona 268
- Luckasson, Ruth, Hokona 101
- Moore, Veronica, Hokona 280
- Qi, Huaqing (Cathy), Hokona 257
- Scherba de Valenzuela, Julia, Hokona 254
- Serna, Loretta, Hokona 294
- Steinbrecher, Trish, Hokona 102

- Stott, Clare, Hokona 141

Special Education Staff:

- Bauman, Mari, Hokona 108
- Carol, Gloria, Hokona 103
- Gallegos, Della, Hokona 104
- Ortega, Barbara, Hokona 106
- Vazquez, Katherine, Hokona 105

Conference Room:

- Hokona 274

Storage:

- Hokona 112
- Hokona 239
- Hokona 247
- Hokona 251
- Hokona 275
- Hokona 283

Library Resources

University Libraries (UL) is composed of four facilities: Zimmerman Library (education, social sciences, and humanities); Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library. The UL holds over 3 million volumes, 300 online databases, and more than 60,000 journals, including over 58,000 online journals. Students and faculty in Special Education will find

relevant library resources primarily in Zimmerman Library, but they may also make use of any of the other libraries on campus, including the Law Library and Health Sciences Library.

The UL contributes to the UNM Mission by providing students and faculty with high quality research sources, both in print and online. Through its many services, instruction sessions, and outreach programs, the UL addresses the needs of researchers from beginner to advanced levels, promoting student success and improving students' critical thinking abilities. As far as possible, library services are designed to reach users wherever they are. The UNM campus is wireless, extending access to UL resources from anywhere on campus. UNM affiliated users can also access UL online resources from off campus with a UNM network ID. The library provides numerous computers and group study rooms, circulates laptops, and provides personal assistance in person as well as via phone, email, and chat.

UL is a member of the Association of Research Libraries. In 2009/2010 (latest available figures), the University of New Mexico ranked 83rd out of 114 on ARL's Investment Index.

Library Services

Combined Services Point. A one-stop service desk providing answers on all library-related topics, combining traditional Reference Service with Circulation Services and Reserves. Professional librarians help with research problems, devising search strategies using various print and electronic resources.

Ask-a-Librarian. Provides reference and technical help via phone, email, or chat, or referral to subject specialists whenever the library is open.

Extended hours. Zimmerman Library is open late: from 7:00 A.M. to 2 A.M. five nights a week, with access limited to UNM students, faculty and staff after 10:00 P.M.

Library Instruction. All English 102 students, College Enrichment Program and Freshman Learning Community students receive a library orientation and research skills instruction. This is supplemented by workshops tailored to specific upper division and graduate courses, taught by subject specialist librarians (library liaisons) upon request by instructors. These workshops are offered in computer classrooms for hands-on experience.

Alice Clark Room. This facility with adaptive software for students with disabilities is currently being expanded and renovated.

Reserves, eReserves. Provides access to electronic or print documents and books for use by students in any course.

Interlibrary Loan /Library Express. Provides free, virtually unlimited borrowing of books and electronic delivery of journal articles, etc. from other libraries. It also provides electronic delivery of journal articles and books chapters from the libraries' own print collections. Most journal articles are delivered within 24 hours and books within 4 days. Loan requests matching collection criteria are rush purchased rather than borrowed.

Library Liaisons. Subject specialist librarians act as liaisons to academic departments. They are available for

- Research skills instruction sessions in faculty courses upon request
- Book and video purchase suggestions. Journal and database suggestions will also be considered, budget permitting
- Reference consultations for faculty and students
- Citation management support and training
- Help with ScholarGuides (faculty home page development software searchable by tags to locate other researchers with similar or cross-disciplinary interests)

- Any library-related questions or problems

Faculty Scholarship Support. In addition to library liaison services (above), the Office of eScholarship helps with electronic publishing issues such as:

- Data management and curation (Data librarians help create data management plans for grant proposals, then manage, curate, and archive datasets for UNM researchers to promote long-term access, discovery, and data sharing.)
- Free Open Access journal software and support
- Help with author rights and copyright issues
- Help with electronic open access archiving of digital scholarship products in UNM's institutional repository, LoboVault.

Research Guides. Online research guides created by subject specialist librarians, featuring help for beginning and more advanced researchers, tutorials, important links, and personalized help. The Education Research Guide may be viewed at:

<http://libguides.unm.edu/education>.

Institutional Repository (LoboVault). A freely accessible online library of UNM scholarly publications, dissertations and theses, administrative records, etc.

Center for Southwest Research. Provides primary and secondary sources, including archival collections and manuscripts on all areas of research concerning the Southwestern U.S. Also includes University Archives.

Government Information. UNM is a Regional Repository for government information in all formats, accessible through many databases including FDsys, LexisNexis Congressional, Statistical Universe, and LIBROS.

Inter-American Studies Programs. These programs provide outstanding research collections and outreach to students to increase retention in the following areas:

- Indigenous Nations Library Program: collections include business, legal, and historical resources which have a Native American/Indigenous emphasis.
- CHIPOTLE: [Chicano, Hispano, and Latino Studies](#): collections include business, legal, literary, and historical resources.
- DILARES: Latin American and Iberian Research and Services: a major repository of Latin American resources.

Center for Research Libraries. UL is a member of CRL, an organization of research libraries providing access to almost four million rarely-held books, journals, pamphlets, newspapers and primary sources from all regions of the globe. CRL lends its materials to researchers for extended time periods.

Library Collections

Journals. University Libraries provides access to a total of over 96,000 journals, including print, online, and free sources such as government serial publications. Online paid journal subscriptions total close to 60,000 titles, including online journals in the following areas related to special education:

- Child and Youth Development (389 journals)
- Disabilities (198 journals)
- [Education - General \(436 journals\)](#)
- [Education, Special Topics \(1168 journals\)](#)
- [Educational Institutions \(93 journals\)](#)
- [History of Education \(318 journals\)](#)

- [Theory & Practice of Education \(2487 journals\)](#)
- Psychology (1754 journals)

These include numerous journals on special education, special needs, disability, gifted studies, psychology, and related therapies and educational approaches.

Print journals. Over 250 education journals are available in the library, or electronically through LibraryExpress.

Books. University Libraries collections include over 3,000,000 titles. Due to the interdisciplinary nature of books in education, it is not possible to determine the number of books held in special education. However, in addition to routine purchasing by the library in this area, faculty and students may request specific book purchases through the Purchase on Request program by contacting their Library Liaison.

Children's Literature. The UL has an extensive collection of children's and young adult fiction and non-fiction. In addition to the library catalog and databases for literature, education, and library science, students now have access to two new databases for online children's literature research: Something About the Author and the Children's Literature Comprehensive Database.

College of Education Collections

The UL recently incorporated over 8000 titles from the Tireman Library, a children's literature and education collection formerly housed in the Dept. of Education. This collection, which serves as a resource for students and student teachers throughout the College of Education, is now searchable online and available whenever Zimmerman Library is open. The College of Education continues to provide access to textbooks under consideration for state adoption in its Curriculum Review Area, and to multicultural

resources in the Multicultural Education Center, which includes access to the Anita Osuna Carr Collection of bilingual and bicultural materials.

Reference Collection

Includes *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods*, specialized education encyclopedias, directories, test prep books, college and university guides and directories, and local education resources.

Education Databases online

University Libraries provides electronic access to 450 research databases, including many that index the research literature in special education. These include:

Education Research Complete. One of the most comprehensive databases in the field of education, ERC covers all educational levels from early childhood to higher education, adult education and all topics in education. It indexes thousands of journals, books and conference papers in education.

ERIC. The database of the Institute of Education Sciences of the US Dept. of Education, ERIC indexes the journal and non-journal literature in education since in 1966, with full text ERIC documents.

PsycINFO and PsycArticles. Together these databases index the field of psychology, including journal articles, books and book chapters, dissertations, theses, reports, etc. in all aspects of psychology: clinical, theoretical, applied, general, and specialized, much available in Full Text.

Linguistics and Language Behavior Abstracts. LLBA covers the research in linguistics, language, ESL, and the pathologies of speech, language, and hearing, indexing over 1200 journals from 50 countries.

Children's Literature Comprehensive Database. CLCD is a new source for finding children's literature titles, with full text book reviews, searchable by a variety of criteria, including subject, age or grade range, lexile level, series, and awards received, with links to library locations.

Something About the Author Online. Now online, SATA is a compilation of author overviews and biographies, with references to critical literature, book reviews, publication histories, and awards.

Films on Demand. This streaming film library contains hundreds educational documentaries including dozens on special education.

Multidisciplinary Databases

EBSCO Discovery Service (EDS). A database of databases, this resource searches dozens of databases simultaneously, as well as the library catalog, special collections, and the institutional repository, with links to full text.

Academic Search Complete. ASC provides sources in all disciplines, with copious full text, and includes scholarly as well as popular sources.

JSTOR. A full-text source for over 1000 scholarly journals, including 130 education journals.

Project Muse. A full-text source for hundreds of scholarly journals from top university presses.

WorldCat Local. This database includes books, films, and archival documents from over 13,000 libraries worldwide, as well as indexing of research journals and popular magazine articles.

Additional related databases include.

- ETS Test Collection, Mental Measurements Yearbook
- GenderWatch
- Numerous newspaper databases, such as EthnicNews Watch and many more.
- Proquest Sociology, Social Services Abstracts, Sociological Abstracts
- Statistical Insight, Web of Knowledge, Lexis/Nexis Academic, Legal, and News
- The Serials Directory Online

Computing and Technology Resources

Students have access to computer pods in the College of Education TEC building, including a lab dedicated to Apple computers.

Sources of Revenue

State Allocation. The State allocated Instructional and General (I&G) budget accounts for most of the revenue expended on the Special Education Program. The Educational Specialties Department uses this money to fund faculty and staff salaries, Part Time Instructor, Teaching Assistant and Research Assistant salaries. This revenue also funds faculty travel, teaching supplies, office supplies and office equipment replacement (such as staff/faculty computers and fax machines). This fund also partially supports student recruitment and program development.

Course Fees. Students taking courses offered by the Educational Diagnostician Preparation Program are assessed a course fee upon registration. Faculty determine fee amounts based on curriculum needs and apply to the Provost's office for approval. These curricular fees are used to update and replenish test kits and protocols which are available for students to check out from the Educational Diagnostics Library.

Non-Endowed Spending Account. The Department has two accounts which hold donations, 1) Concentration 1 - Intellectual Disability/Severe Disability and 2) Special Education general program.

Endowed Spending Accounts. The Special Education Program has two endowments, 1) the Dr. Jane Blumenfeld Endowment for Cultural & Linguistic Diversity in Special Education Diagnosis and Assessment and 2) the Anonymous Fund for Excellence in Intellectual and Severe Disabilities in Special Education.

Extramural Support. In 2012, Dr. Cathy Qi was awarded a two-year \$159,312 NIH grant *Exploring the Moderating Roles of Home and Classroom Quality in the Relationships Among Language, Behavior, Emergent Literacy and Maternal Characteristics in Children Enrolled in Head Start: A Longitudinal Study.*

Dr. Qi also had an NIH grant 2004-2007 for \$187,520, *A Longitudinal Study: Exploring the Relationship between Language Delays and Problem Behaviors in Children in Low Income Families.*

The Special Education Program had a teacher training collaboration with Albuquerque Public Schools, *APS/UNM Pilot, Mental Retardation and Severe Disabilities Professional Development Agreement*, from 2003 to 2010.

The Special Education Program had a second partnership with Albuquerque Public Schools, *APS/UNM Partnership in Special Education, Educational Diagnostician Preparation Program*, from 2007-2009 for \$67,892 The funds were used to develop and staff the Educational Diagnostician Preparation Program Library located in Hokona 108.

Overhead Accounts. The department has two accounts that hold indirect cost revenue from sponsored research. This money is used to supplement recruitment,

equipment replacement and faculty travel expenses when funds from the main Instructional and General account are insufficient.

Impact of Program Facilities and Equipment in Achieving Mission and Goals

The special education program has been allocated office space for faculty and for graduate assistants. We are able to find space for meetings if we make requests ahead of time. The program faculty would like to be able to offer office space to our doctoral students who do not hold GA appointments. The program would also like to have a space available for informal collaboration and for students to wait for appointments with faculty. Our students often have to stand in the hallway to wait for meeting with faculty or advisors. While the new TECH building and Center for Student Success are great additions for the COE , Hokona Hall is in need of carpeting, flooring, painting, and new furniture.

The special education faculty have been provided with computers which are replaced regularly. There is a clear and transparent departmental process for requesting any needed supplies or equipment for research or teaching.

Relation between Budget and Program's Mission and Strategic Goals

5 Year Plan for Increase/Decrease of Resources

All departments and programs at UNM have had to cut costs significantly over the past five years. The major reductions for the special education program have come from very limited use of part-time faculty through faculty teaching a 3/3 load, reductions in copying and printing costs through use of online resources such as WebCT, and reductions in personal printing through use of central printer. The special education program has benefited from having substantial grant funding over the past ten years. The program has also entered into an MOU with UNM West which is helping provide funding for the

expansion of the undergraduate program to serve the growing number of students who live on the west-side of Albuquerque and in Rio Rancho.

The special education program does not anticipate significant decreases or increases in funding over the next five years. The program is moving to a 3/2 load for faculty effective 2013. This is possible due to the addition of two visiting assistant professors, one of which is funded for three years by UNM West. If these positions are not maintained faculty and/or funding is decreased in other ways, faculty will have to collaboratively plan with the department chair and COE administration ways to cut costs or increase revenue. For example, this could result in the return to a 3/3 load, or increased class sizes, or a reduction in the frequency of course offerings. When making these decisions the faculty will always consider the three major strands of our mission – teaching, research, and service to benefit individuals with disabilities and their families in New Mexico, the nation, and the world.

8. Program Comparisons

The special education program faculty chose to compare our undergraduate and graduate academic programs with our 16 peer institutions as defined by the UNM Office of Institutional Research. We specifically examined the following:

- Undergraduate and graduate degrees offered
- Other programs offered such as graduate certificates and licensure
- Admission requirements
- Degree requirements, including field experiences
- Number of faculty

Information was collected from the websites for each of these institutions. The detailed information on undergraduate and graduate academic programs found for each peer institution is presented in tables in Appendix D.

Undergraduate Programs

UNM offers a non-categorical dual major BS ED in Special Education and Elementary Education which results in eligibility for initial licensure in PreK-12 Special Education and K-8 General Education. The 16 peer institutions take a variety of approaches to initial licensure at the undergraduate level. Six of the universities do not offer an option for a Bachelor degree that results in eligibility for licensure in special education. Two universities offer no undergraduate special education or related area. Four universities offer a non-licensure major in special education or related area such as communication disorders or disability studies with an option for a fifth year or graduate pathway to licensure. Of the 10 universities that do offer an undergraduate special education program, 6 are special education only and only 4 offer an option for a dual license in special

education and general education. Seven of the peer institutions offer categorical preparation for special education and 3 offer non-categorical preparation. None of the peer institutions offer the combination of a non-categorical special education preparation in a dual program with general education that is available at UNM.

Five of the peer institutions offer a Deaf Education teacher preparation program. UNM does not offer a deaf education program at this time. Three universities offer a separate early childhood special education program. KU has a K-3 option and this is a dual program with general education. UNL offers a birth-3rd grade dual preparation program. The University of Utah offers an unspecified early childhood option that is not a dual license program. UNM offers a BSED in Early Childhood but it is part of another department (Individuals, Families, and Community Education). Graduates from this program are eligible for a birth-3rd grade license that results in eligibility to teach special education birth-K but only general education 2nd-3rd grade.

Admission. Admission requirements for the undergraduate special education programs vary considerably. All 10 of the preparation programs require a minimum GPA ranging from 2.5-3.0 with the most common being 2.75. Requirements beyond the GPA varied widely from none to one or more of the following. Five of the programs require passing a praxis test, five require letters of recommendation, four require a writing sample, three require an interview, three requires some experience with students with disabilities, two require ethical pledges, two require passing a background check, and one requires a speech and hearing screening. In comparison, UNM requires an overall GPA of 2.5, a B or better in SPCD 201 and 204 (includes 20 hours of practical experiences), passing scores on the NMTA Basic Skills Test, three professional letters of recommendation, a resume, and a

letter of intent. The actual mean GPA of the students we admit to the undergraduate program is typically around 3.4 and we have discussed raising the GPA requirement to 2.75 which would be more comparable with our peer institutions. The reason that we have not implemented this change is that many non-traditional and first generation students attend UNM. These students may have grades during their first two years of college that do not accurately reflect their potential and their ability. Our admission scoring rubric does give weight to the GPA but allows us the admissions committee the flexibility to take other evidence into consideration. We think that this approach is a good compromise at this time (see Figure 4).

Figure 4. Dual License Application Evaluation Rubric

	4	3	2	1	SCORE
Letters of Recommendation	All letters express enthusiastic support. At least two letters are from professionals familiar with applicant's academic abilities or work in education or related area.	All letters express strong support. At least two letters are from professionals familiar with applicant's academic abilities or work in education or related area.	Letters express enthusiastic or strong support but only one letter is from a professional familiar with applicant's academic abilities or work in education or related area.	No letters from professionals familiar with applicant's academic abilities or work in education or a related area and/or support for the applicant is weak.	_____
Experience	Over two years experience working or volunteering with individuals with disabilities or students with or without disabilities.	One to two years experience working or volunteering with individuals with disabilities or students with or without disabilities.	Some experience but less than a year working or volunteering with individuals with disabilities or students with or without disabilities.	No prior experience working or volunteering with individuals with disabilities or students with or without disabilities.	_____
Letter of Intent	Well-written letter that clearly articulates reasons for applying to the Dual License Program and a strong commitment to educating diverse learners.	Well-written letter that clearly articulates reasons for applying to the Dual License Program OR a strong commitment to educating diverse learners.	Letter has minor grammatical errors and minimally articulates reasons for applying to the Dual License Program and a strong commitment to educating diverse learners.	Letter has major grammatical errors.	_____
NMTA Score	Test score of 280-300 with no subarea < 260	Test score of 260-279 with no subarea < 240	Test score of 240-259 with no subarea < 240	Passing score but one or more subareas are <240	_____
Interview/individual contact	Professional contact and interactions with Dual License faculty and administrative staff		No contact or interaction with Dual License faculty and administrative staff	Unprofessional contact and interactions with Dual License faculty and administrative staff	_____
G.P.A.	3.5 or higher		3.0 – 3.49	2.5 – 3.0	_____

TOTAL SCORE: _____

COMMENTS: _____

Program requirements and field experience. Information on program

requirements was found for 8 of the 10 universities offering undergraduate preparation programs in special education. Information for deaf education was not included. It can be seen in Table 15 that UNM requires more coursework overall, more coursework in the major, and more credit hours, semesters and/or hours in field experience.

Table 15. Undergraduate Requirements Compared to Peer Institutions

	Total Credits	Major Credits	Student Teaching	Other
UNM	137-145 chs depending on teaching field	74 chs 4 semesters	18 chs total – 9 special education 9 K-8 general education 2 semesters 900 hours	Cohort Model
Peer Institutions (Not Deaf Ed) N=8	120-130 chs	24-65 chs	1 semester (N=3) 12 chs (N=2) 15 chs (N=1) 600 hours (N=1)	Cohort model (N=1)

The special education program has considered moving the special education license to all graduate or fifth year program. This change has been rejected for three reasons. First, we do not see special education as an “add on” or separate from general education preparation. The most critical reason is that the Special Education Dual License Program includes co-teaching across some general education and special education coursework and collaborative planning across programs. We view the program as an integrated program not two separate programs. Program faculty have published two articles on the collaborative nature of our program (Keefe, Rossi, de Valenzuela, & Howarth, 2000; and

Emmons, Keefe, Sanchez, Neely, & Mals, 2009). Faculty from elementary education, special education, and art education have two presentations on their co-teaching accepted at the National Conference on Social Studies in November, 2012 and a journal article submitted that has received a favorable review.

Second, as noted above many of our students are first generation and/or non-traditional students. If we only offered graduate programs in special education we may be denying opportunities to these students.

The third reason is due to the critical shortage of special education teachers in New Mexico. Any student who already has a bachelor's degree in education (or any field) can get an Intern License for special education which allows them to teach special education for three years while they complete licensure requirements. Potentially this could lead to all or most of our students completing their student teaching in special education in their own classrooms rather than with a mentor teacher. As will be discussed in the graduate portion of this section, this happens with most of our M.A. plus Licensure students. The program faculty believe that completing student teaching in special education at the undergraduate level with a mentor teacher is preferable to completing student teaching without a mentor.

Minor. UNM offers a non-teaching minor in special education at the undergraduate level. This minor requires 20 hours. Only two of our peer institutions, UA and UO, offer an undergraduate minor in special education or area related to disability.

Graduate Programs

Overview. All 16 peer institutions offer a Masters degree with licensure and Ph.D. programs. Six of these institutions also offer an Ed.D. or D.Ed. Seven of our peer institutions offer a school psychology program at the graduate level either through a Ph.D./Ed.D and/or

an Ed.S. while nine institutions do not offer a school psychology or an educational diagnostician program. Five of our peer institutions offer the option of an Ed.S. in special education or closely related area. Seven institutions offer certificate or endorsement programs.

Masters level programs. All of our peer institutions offer a masters degree with licensure in special education. Eight of these programs are categorical, five are non-categorical, and three offered insufficient information to report. All of the programs include preparation in high incidence disabilities. Six of the programs offer specific programs in the area of severe disabilities, four offer preparation for Autism Spectrum Disorder, and three offer preparation for gifted. Two of the programs are offered online or mostly online.

At UNM our two M.A. concentrations specifically prepare teachers for intellectual disability and severe disabilities or learning disability and emotional/behavior disorders. As noted above, there is cross-over between these concentrations and an awareness that in New Mexico licensure is PreK-12 cross categorical so students need to be prepared to teach any student with a disability. CII has included specialization areas in gifted and early childhood but due to faculty retirements those areas are no longer being identified as separate areas. CII is currently revising their M.A. program.

Certificate and/or endorsements. Seven of our peer institutions offer certificate or endorsement programs at the graduate level. The number of programs available range from one to five. UNM currently offers two certificate programs – Instruction For Students With Intensive Social, Language, and Behavioral Needs and Applied Behavior Analysis. Two of our peer institutions offer certificates in Autism Spectrum Disorder which are comparable to our Instruction For Students With Intensive Social, Language, and

Behavioral Needs certificate. Only UW offers an Applied Behavior Analysis certificate comparable to our Applied Behavior Analysis certificate and is also designed to prepare students to become Board Certified Behavior Analysts should they choose that option.

Our special education program has developed a certificate program for the Educational Diagnostician license. This certificate is in the final stages of approval. Five of our peer institutions offer an Ed.S. in School Psychology which would be the nearest comparable program since none of our peer institutions have an educational diagnostician program.

Doctoral programs. All 16 of our peer institutions offer Ph.D. programs. Five of these institutions also offer an Ed.D. and one offers a D.Ed. The special education program at UNM offers a Ph.D. and Ed.D. but we have not enrolled any students into the Ed.D. in over two decades. The program is currently revising the doctoral program and one of the issues we are considering is whether or not to continue offering the Ed.D. option and if we did, in what ways would it be distinguished from the Ph.D.

Admission and degree requirements. For this self-study, the special education program chose to focus on admission and degree requirements for the M.A. and doctoral level. Overall the special education program graduate admission standards fall into a similar range as our peer institutions (see Table 16). The GPA requirement for the M.A. program is higher than any of our peer institutions. Five of our peer institutions require either the GRE or a Praxis test. The GPA requirement for the Ph.D. program falls in the mid-range compared with our peer institutions. The biggest difference between UNM and the peer institutions is that 11 of the peers require the GRE for doctoral admission. The special education program has discussed whether to require the GRE for admission but we have

decided against it. The reason for our decision is the belief that we do not want to discourage non-traditional and culturally and linguistically diverse students from applying to the doctoral program. The faculty believe that we can evaluate applicants for the doctoral program adequately without needing GRE scores.

Table 16. Graduate Admission Requirements

	GPA	GRE	References	Writing Sample	Experience	Interview
Masters Level						
UNM	3.2		3			
Peer Inst.	2.5 (1) 2.75 (1) 3.0 (4)	Score not given (2) 800+ (1) 1000+ (1) Praxis (1)	3 (4)		Experience preferred (2) License in gen ed (1)	Interview (2)
Doctoral Level						
UNM	3.2		5	Writing sample APA style	3 years	Possible but faculty contact highly preferred
Peer Inst.	2.75 (1) 3.0 (3) 3.3 (1) 3.5 (4)	Score not given (6) 800+ (1) 1000+ (3) 50%ile (1)	1 (1) 3 (9) 4 (1)	Required but not Specified (7)		Required (4) Possible (2) Faculty contact (1)

Degree requirements at the Masters level for the peer institutions are very similar to our special education program. UNM requires 36-45 hours for the M.A. in Special Education plus licensure. The range reported by our peer institutions is 32-38 credit hours. The hours required for the doctoral level programs are more variable ranging from 52 plus dissertation to 90 credit hours. UNM requires a minimum of 90 credit hours with 18 of these being dissertation hours.

Faculty

It is hard to get an exact count of the number of faculty in special education from the websites. From the available information the number of faculty identified for special education ranged from a low of 6 at the University of Oklahoma – Norman to a high of 53 at the University of Oregon. The mean number of faculty across the 15 peer institutions (CU-Boulder did not have disaggregated faculty numbers) is 20 compared with UNM's number of 13 but this is a little misleading. There is a significant gap in faculty between the 5 universities with more than 30 special education faculty and the 10 with 17 or fewer. The median number of faculty may be a more representative comparison in this case. The median number of faculty is 11 compared with 13 for UNM.

The special education program at UNM offers one of the wider selections of options in the area of special education at the undergraduate and graduate levels in comparison with our 16 peer institutions. The special education program offers opportunities for preparation in most areas of disability. We do not offer preparation in the areas of Deaf/Hard of Hearing and Visual Impairments. We have participated in meetings to discuss the possibility of adding a Deaf/Hard of Hearing Program but at the time it was decided that New Mexico could not sustain more than the one program available at NMSU. UNM offers a unique opportunity to get integrated teacher preparation in special and general education at the undergraduate level. Compared with ten years ago we offer more graduate level programs for students and we have doubled the size of our undergraduate program. We are strategically meeting the identified state needs for more advanced preparation in the areas of Applied Behavior Analysis, Autism Spectrum Disorder, and for educational diagnosticians. None of the other peer institutions offer all three of these

programs. These changes have been accompanied by the allocation of additional tenure track and non tenure track faculty to facilitate the expansion of the program in these critical areas.

9. Unit's Future Direction

Overall Assessment

The special education program has made a lot of progress since the last Academic Program Review. The program provides a continuum of programs from pre-service preparation to advanced professional and leadership development. We have focused on improving the undergraduate and graduate teacher preparation programs and have been successful in offering a range teacher of preparation programs that meet the needs identified by our local school districts and the state. We have been able to respond effectively to changes at the federal and state levels resulting from NCLB and IDEA. We continue to evaluate our teacher preparation programs to ensure that we sustain and continue this positive direction.

Our stakeholders at the school district and state level expressed a need for more in depth preparation for teachers of students with Autism Spectrum Disorder and those with severe behavioral challenges. In response to these needs, we have developed two transcribed graduate certificate programs addressing these areas – the Instruction For Students With Intensive Social, Language, and Behavioral Needs and Applied Behavior Analysis certificates. Graduates often express a desire to take more classes but do not necessarily want to complete a Ph.D.. We believe these certificates will help meet the need for ongoing advanced professional development for educators. We will be able to evaluate their effectiveness in the next five years.

We returned the Educational Diagnostician program to the special education program in 2006. The program of study leading to the license was completely revised and approved by New Mexico Public Education Department. Two faculty have been hired

specifically to provide coordination and leadership for this program. Two cohorts of students have been graduated. There have been challenges because the educational diagnostician is a set of courses that right now do not lead to a graduate certificate or degree. We are hoping that the graduate certificate in educational diagnosis will receive final approval in the next year and this will enable us to make the program more accessible for students. The program will be focusing on recruitment and retention of students in this program.

The Ed.S. program has only graduated two students in the last five years. The Ed.S. has been the program some of the educational diagnostician students have used to be in graduate status while completing their coursework. We have revised the Ed.S. procedures in the last three years but the time limit of three years OGS imposes for certificates makes it difficult for students to complete the 36 credit hour Ed.S. while working full-time. The program will be examining the need for the Ed.S within our program.

Our greatest area of need for improvement is in our doctoral program. We are providing our doctoral students with strong advising and individualized programs of study. The program is doing a better job of evaluating the progress of doctoral students through the program and responding as needed. We have been working on revising the doctoral procedures manual but it is a work in progress right now. For example, in 2006 we decided to discontinue the mid-point screening process which was used to move students from post-masters status to doctoral status. Part of the reason for this is that it is hard to recruit students who are not from New Mexico to a doctoral program when they are admitted as post-masters. The faculty believed it was better to make the admission process more rigorous an initial program of studies review step that would occur in the first three

semesters. This has led to the recruitment of more international and out of state doctoral students. Many challenges remain to be addressed regarding the doctoral program. The faculty have concerns because there are only two required doctoral seminars at the 600 level. The majority of work taken by doctoral students is at the 500 level and is taken with M.A. students. The majority of our doctoral students are working full-time so it is difficult for them to get involved in research projects, teaching, service, and spend time on campus beyond their classes. Space for graduate students is very limited and typically not available for students who do not hold assistantships. We are also deciding whether or not to continue offering the Ed.D. option. No student has been admitted to the Ed.D for at least two decades and we no longer have clear procedures to indicate what the program of studies for the Ed.D. would be and how it can be distinguished from the Ph.D. Despite these challenges, the special education program receives more applications to the doctoral program that can be accepted. Most senior faculty are at their maximum or above for doctoral advisees. This is an area that has great potential for growth and improvement over the next five years.

We evaluate all of our programs on an ongoing basis and use the data collected to guide future decision-making. The special education program has been one of the leaders in the COE in using assessment data from continuous improvement. One of the biggest challenges has been maintaining a data system for storage and retrieval of information. TK20 is in the process of being implemented to address this challenge. This system works on multiple levels. It will allow course instructors to access immediate information about how students are performing on assessments and analyze this by specific traits or target student learning objectives. The data from courses, admission, field experiences, and

completion can be used by the program to evaluate effectiveness and guide decision-making. The overall program data can be reported at the department and college level to ensure accountability and guide strategic planning.

Strengths

This self-study report has highlighted a number of strengths of the special education program. We have demonstrated that the scholarship, teaching, and service activities of our faculty are aligned with mission of the special education program, the COE Core Values, and the UNM Strategic Plan.

One of the greatest strengths of our program is the commitment, expertise, and accomplishments of our faculty. Section 6 of the self-study documented the breadth of expertise represented by our faculty. We are well prepared to address any current or future needs in the area of disability. We currently have a shortage of faculty in the area of learning disabilities and this will need to be addressed in the next five years.

The tenure track faculty in the special education program all have active and productive scholarship agendas. The faculty publish in top tier peer reviewed journals and are well known and respected nationally and internationally. Our faculty also present regularly at national and international conferences. Faculty have written numerous book chapters and books. We believe that our scholarship improves our teaching and service, and our teaching and service in turn often informs our scholarship.

The faculty are also very strong in teaching. The faculty have been able to be very productive in scholarship while teaching a 3/3 load. Student evaluations indicate consistently high levels of satisfaction with the special education courses. Two faculty have recognized as UNM Outstanding Teachers of the Year over the past eight years. Faculty

carry high advising loads. Faculty collaborate to ensure curriculum across courses is aligned and there is consistency of policies.

Faculty are also very active in service activities in all areas. Faculty in special education take leadership roles within the department and COE. Many faculty are active as officers in professional organizations. Our faculty are sought after as associate and guest editors and reviewers for a range of professional journals. The faculty are also extremely active in service to the community at local, national, and global levels.

Another area of strength for our program is in the area of assessment and evaluation. Our program has been a leader in the college in the collection and use of assessment data to guide decision-making. We use the data in order to be more responsive to student needs, guide strategic planning, and to be accountable to our stakeholders at all levels.

Our program has been very responsive to the changing state and national context within which our program is an integrated part. For example, reading instruction has been a major area where changes have occurred. Our program has developed and implemented two new reading courses. Two of our faculty wrote a textbook on reading methods for students with moderate or severe disabilities and co-edited an issue of *Research and Practice in Severe Disabilities* on this same topic. Special education faculty are participating in college wide planning to make sure our courses meet New Mexico Public Education Department requirements and are aligned with the new reading test that will be required for initial elementary education teachers in July 2012. A second example of our responsiveness to stakeholder needs and the state context is the development of our Instruction For Students With Intensive Social, Language, and Behavioral Needs and

Applied Behavior Analysis certificates in order to provide more in depth professional development to meet the needs of students with autism spectrum disorders and severe behavioral challenges. One current change that is impacting our courses is the adoption of the National Core Curriculum. Faculty are discussing ways in which we can make sure we are preparing our students to be ready for this change and the impact it could have on services for students with disabilities.

Challenges

Many challenges have already been identified and discussed throughout the self-study report. The program has already started addressing some of these challenges. This section will identify the areas the program hopes to focus on in the coming five years.

We would like to achieve a better balance between teaching, research, and service. Our faculty have been very productive in scholarship while teaching high loads in comparison to other departments within UNM and other Research I institutions. The faculty would like to be able to be more productive in this area and particularly in the writing of research and teacher preparation grants. We believe that implementing a 2/3 teaching load would lead to an increase in scholarship and grant funding resulting in national and international recognition. The ultimate outcome of this transformation would be improved knowledge related to issues affecting diverse individuals with exceptionalities and their families. The program is hoping to implement a 3/2 load beginning with spring 2013. Implementing a 3/2 load does require planning to ensure that we are still able to maintain and continue to improve the quality of our teaching and programs.

A second area that needs to be addressed by the program is the relationship between the Special Education Dual License Program and the Elementary Education

Program. At the time of the last Academic Program Review, teacher education programs were housed in different divisions (now departments). The Special Education Dual License Program was co-coordinated by a faculty member in special education and one in Literacy, Language and Sociocultural studies. The Center for Teacher Education was a interdisciplinary collaborative organizational structure where teacher preparation issues were discussed and decisions made. In 2004 elementary education and secondary education moved into the newly formed Teacher Education Department (TED). By this time the faculty member who was co-coordinating the Special Education Dual License Program had left UNM and was not replaced. Coordination between special education and elementary education became informal. There is a need to re-evaluate the relationship and organizational structure of the Special Education Dual License Program across these two programs. A Task Force has been set up to identify the issues and propose solutions.

The biggest challenge facing the M.A. program is the lack of faculty in CII resulting from retirements and one faculty moving to TED. CII faculty are currently revising their M.A. program and this will guide proposals for future hires. Strategic planning will occur in the next five years and decisions made regarding priorities.

Faculty would like to explore the idea of establishing a lab school or partnership schools (possibly charter schools or charter district) for personnel preparation and research into evidence-based practices and systems change. This change would require release time for faculty to establish these relationships, administrative support for MOUs with the partner school(s), grant funding to support research and personnel preparation, and a commitment from some faculty to spend time in schools.

The faculty would like to expand and strengthen our Ph. D. program. We are in the process of reviewing and updating our Ph. D. procedures. We would need more faculty and a lower course load to be able to develop and teach more doctoral seminars. Faculty believe the doctoral program is already suffering degradation due to our inability to offer doctoral seminars on a regular basis. As a result, only two doctoral level courses are currently required for all doctoral students. The remaining courses available to our doctoral students are M.A. courses or courses offered by other programs. Much work in this area remains to be done. We recognize the need for more doctoral level coursework, more opportunities for graduate assistantships and financial support, and the need to support students who are working full-time while completing their doctoral. Improving our Ph.D. program and deciding on the role of the Ed.D. program will be a major part of our planning in the coming five years.

The special education program has expanded the diversity of educational opportunities for students since the last Academic Program Review. One of the issues facing the program is making sure that we can maintain organizational structures and governance in the program that is coherent and transparent across these various degree and certificate programs. It is a good time for the special education program to rethink the mission statement to ensure that it is consistent with the changes occurring in the field and our program.

The special education faculty have discussed the number of faculty we need to be able to address all these areas. The faculty have proposed an optimal number of 17-20 faculty as a target for the next five years. We currently need additional faculty in learning disabilities, law & policy in Special Education, autism & severe disabilities, and educational

diagnosis. In order to have the resources to successfully pursue future federal grants in leadership, research, and teacher preparation we will need some faculty depth in these areas.

Action Plan

The action plan developed as a result of this self-study report will document the specific actions, resources required, and timeline in order to address the areas of need identified by the special education program.

Preliminary Questions for the External Review Team

1. What actions can the special education faculty take to improve the quality of the doctoral program?
2. What strategies can the special education program establish to enhance program cohesion, values, and integration of curriculum while still supporting distinctive offerings to students?
3. The special education program would like to increase the ethnic diversity of the student body and the faculty. What specific student and faculty recruitment and retention strategies could address this issue?
4. The challenge of ensuring that field experiences are consistent with our preparation programs is one well documented in education in general. What would be the advantages and disadvantages of pursuing a lab school or collaborative relationships with a smaller number of charter schools or a charter district?
5. The area of special education is an area of documented need on New Mexico. Should the Special Education Program continue to expand heir capacity to serve more undergraduate and/or graduate students? What resources would be needed to support any expansion?