



# Research Work Group Proposal Form

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## Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

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## Initiative Research Definitions

- **Candidate** – an individual enrolled in a professional educator preparation program
- **Completer** – an individual who has successfully complete a professional educator program
- **Educator Preparation Practices** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- **Evidence-Based Practice** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
  - current educator preparation literature
  - meta-analyses (combined data from multiple studies)
    - historical research
    - experimental research
    - non-experimental research
    - exploratory, descriptive, and explanatory (cause and effect) research
  - outcomes data of P-12 students taught by program completers
  - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
  - candidate perceptions of program effectiveness
  - employer (school district) perceptions of program effectiveness

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## Initiative Research Work Group Name

Special Education

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**Submission Date** 3/23/2017

## Research Work Group Member Names

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## Proposal for Pilot Implementation (please provide narrative):

### Problem Statement:

For the past 16 years, the Wyoming Department of Education (WDE) has reported to the United States Department of Education (USDOE) that Special Education is a teaching shortage area in Wyoming.

In addition, the Wyoming Plan to Ensure Equitable Access to Excellent Educators, revised June 5, 2015 and submitted by Jillian Balow, WDE State Superintendent, identified the lack of highly qualified special education teachers as one area of equity concern for the state of Wyoming.

### Proposal:

Wyoming stakeholders (i.e. district personnel, Wyoming Department of Education, Professional Teaching Standards Board, current and potential UW students) have made it clear that a program option in special education is critically needed at the University of Wyoming. The Wyoming Department of Education has reported to the United States Department of Education (USDOE) that there is a critical shortage of teachers licensed in this field residing in Wyoming. As the sole university in the state, it has become increasingly problematic that our current system provides special education licensure options for only graduate students. As a result, the TEI Special Education Research Work Group is proposing that the University develop and implement a four-year dual major option for pre-service teachers in either Elementary or Secondary Education and Special Education.

Additionally, a stand-alone option be offered as well. This would allow undergraduate students the option to major solely in special education. This option would place emphasis on preparing prospective teachers to meet the unique educational, independent living, social and behavioral needs of our students with severe or low incidence disabilities. It is important to note, however, that this group envisions that coursework would include the essential general education practices and study necessary to prepare prospective special education teachers for a successful career in the modern-day inclusive school environment.

This TEI work group recommends the design, development, and implementation of an efficient and effective practicum and student teaching program. Providing robust practicum and student teaching experiences is essential to preparing highly confident and effective educators. Designing and monitoring a system that ensures ample supervision and support to university students can be difficult in rural Wyoming. The community colleges located throughout the state are a potential resource for building partnerships and supporting the University of Wyoming in this effort.

Finally, the TEI Special Education Research Work Group recommends that options be made for distance students to seek their undergraduate dual or stand-alone degree as well. This group recognizes that many non-traditional students are interested in becoming qualified to teach special education, yet due to proximity and personal responsibilities, this is not an option. Were the College of Education to provide a distance option for the above programs, local districts in the state would have the option to “grow their own” special education teachers. It has been reported by several district special education directors and superintendents that many of their paraprofessionals would be very interested in this option.

Through the development of the above undergraduate special education programs and multitude of options, candidates would either be eligible for licensure in Elementary or Secondary Education along with a K-12 generalist special education certification or be eligible for licensure in special education alone. Either way, these candidates would be qualified to teach special education in the state of Wyoming, which in turn would begin to ameliorate the special education teacher deficit in the state.

The TEI Special Education Research Group proposes a collaborative effort with the general education TEI Research Groups in order to build a preeminent undergraduate Special Education program leading to licensure as a Special Education K-12 Generalist through the Wyoming Professional Teaching Standards Board (PTSB). It is our premise to break down the historically perceived silos of special education and general education. Modeling this interdisciplinary practice for potential teacher candidates must start at the university level.

The TEI Special Education Research Group acknowledges the current reality in public school education, that “all our students are all our students.” We can no longer perpetuate the myth that special education is a “place” where students with disabilities “go” to be educated, separate from general education teachers, a standards-based curriculum, and the general education environment. The Education for All Handicapped Children Act was enacted by the United States Congress in 1975. From the beginning, PL 94-142 established public education for all students with disabilities in the Least Restrictive Environment (LRE) as a prime directive. This mandate has remained strong through every reauthorization of the law, including the current Individuals with Disabilities Education Act (IDEA).

We propose utilizing the TEI resources available to employ knowledgeable and experienced consultants, convene productive committee meetings utilizing both virtual and on-site visits, revise current courses of study, redistribute course content, and design state-of-the-art practicum and student teaching experiences, which will ultimately produce a preeminent undergraduate Special Education teacher preparation program at the University of Wyoming.

#### **Outcomes:**

- The creation of a dual major option for undergraduate students majoring in Elementary/Secondary Education and Special Education.
- The creation of a standalone Special Education Major, with emphasis on preparing prospective teachers to successfully teach students with severe or low incidence disabilities, with a high level of collaboration between General and Special Education.
- UW undergraduate candidates eligible for licensure in Elementary/ Secondary Education as well as a K-12 Generalist certification in Special Education.
- UW undergraduate candidates eligible for licensure in Special Education.
- The option for students to take classes and complete programming from a distance (i.e. from remote Wyoming towns and locations).
- The amelioration of the special education teacher deficit in the state.
- The demonstration of good faith efforts to meet the needs of local school districts in the state of Wyoming.
- The building of collaborative relationships and the development of unified efforts between the General Education and Special Education faculty.
- The opportunity for Special Education and General Education faculty members to co-teach courses, and in so doing, demonstrate best practice and inclusive teaching strategies and theory to undergraduate students.
- The creation of highly effective special education teachers in the state of Wyoming.

#### **Description of Intervention:**

- Dual Major:
  - Students would major in both Special Education and Elementary Education or Special Education and Secondary Education.
  - Program would complete program within 4 years.
  - Students would engage in practicum experiences that include both special education and general education settings.
  - Undergraduate students would student teach in both special education and general education settings or solely in inclusion classrooms, which support both students with and without disabilities.
  - Upon graduation, UW undergraduate students would be eligible for licensure in both Elementary/Secondary Education and Special Education.
  - Non-traditional students would have the option to complete the program from a distance, through the use of technology and collaboration with local school districts and community colleges.
- Special Education Major:
  - Students would major in Special Education.
  - Students would complete program within 4 years.
  - Upon graduation, UW undergraduate students would be eligible for licensure as a K-12 Generalist in Special Education
  - Students would engage in practicum experiences that include a wide range of disability categories.
  - Additional emphasis would be placed on students with severe or low incidence disabilities.
  - Students would continue to take coursework heavy in general education curriculum and practices
  - Upon graduation, UW undergraduate students would be eligible for a generalist license in k-12 Special Education.
  - Non-traditional students would have the option to complete the program from a distance, through the use of technology and collaboration with local school districts and community colleges.

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## Proposal's Alignment to Key Performance Indicator(s)<sup>1</sup>

*(Check all that apply.)*

- Statewide perceptions** of the University of Wyoming College of Education
- Enrollment of Wyoming residents** in University of Wyoming College of Education

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<sup>1</sup> List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

- Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- Executed, active clinical partnership agreements** with Wyoming School Districts
- Employment of University of Wyoming graduates** in Wyoming schools
- National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

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## Funding Request to Support Pilot Implementation (by Academic Year)

**\$285,000**      **2017-2018 Total Request**

- Subtotal Amount: \$150,000**    **Purpose: Contracted services, including consultation**
- Subtotal Amount: \$10,000**    **Purpose: Equipment, Supplies and Materials**
- Subtotal Amount: \$50,000**    **Purpose: Travel**
- Subtotal Amount: \$60,000**    **Purpose: Salaries and Benefits**
- Subtotal Amount: \$15,000**    **Purpose: Purchased services**

**\$275,000**      **2018-2019 Total Request**

- Subtotal Amount: \$150,000**    **Purpose: Contracted services, including consultation**
- Subtotal Amount: \$20,000**    **Purpose: Equipment, Supplies and Materials**
- Subtotal Amount: \$30,000**    **Purpose: Travel**
- Subtotal Amount: \$60,000**    **Purpose: Salaries and Benefits**
- Subtotal Amount: \$15,000**    **Purpose: Purchased services**

**\$170,000**      **2019-2020 Total Request**

- Subtotal Amount: \$50,000**    **Purpose: Contracted services, including consultation**
- Subtotal Amount: \$20,000**    **Purpose: Equipment, Supplies and Materials**
- Subtotal Amount: \$30,000**    **Purpose: Travel**
- Subtotal Amount: \$60,000**    **Purpose: Salaries and Benefits**

**Subtotal Amount: \$10,000 Purpose: Purchased services**

### **Budget Narrative to Support Funding Request:**

For the 2017-18 school year the Special Education TEI Research Workgroup is asking for a total of \$285,000. These funds would support consultation, collaboration and program development. Specifically, the workgroup envisions utilizing \$150,000 for contracted services with a well-versed and highly experienced consultant, who would facilitate program development efforts between general education and special education faculty members. This person would orchestrate collaborative practices between current programs, provide a neutral, non-biased outside perspective, and support faculty members in developing an undergraduate program that meets the needs of the state, as indicated above. Additionally, the workgroup recognizes the need to create a budget for equipment, supplies, and materials (i.e. \$10,000). Such items may include technology for faculty members, supplies and materials for on and off-campus meetings, as well as material development for program promotion. The Special Education TEI Research Workgroup is asking for \$50,000 in travel expenses. This would not only be utilized for contracted personnel, but also for faculty travel around the state, stakeholder travel expenses, and faculty member visits to similarly situated universities (e.g. Utah State, Akron University, etc.). In an effort to supplement the work provided by faculty members, the workgroup is advocating for \$60,000. This would allow for the collaboration between 10 faculty members (4 special education, 3 elementary education, & 3 secondary education). These faculty members would be awarded \$3,000 per semester for their work in program research and development. Finally, the workgroup is asking for an additional \$15,000 for miscellaneous expenses. Such expenses may include additional contract work, program fees, consultation expenses with various experts, etc.

For the 2018-19 school year the Special Education TEI Research Workgroup is requesting a total of \$275,000. This request includes funding for continued collaboration and support by the consultant hired in the previous year. The TEI workgroup envisions that much of this school year would involve the training of faculty and district staff in program implementation efforts. This may include student teacher mentor training, faculty member observation and training, training of faculty/district member coaches, as well as the collaboration with various districts and their personnel in creating robust student teaching and practicum placements. A request for \$20,000 is proposed for equipment, supplies and materials. Again, these funds may be utilized for technology, on and off-campus meetings, program marketing materials, etc. The workgroup again recognizes the importance of creating a budget for faculty, district, and consultant travel. Therefore, the group is requesting \$30,000. It is expected that less travel will be needed within this year, as much of the initial legwork and feedback between UW faculty members and stakeholders will be complete. An additional \$60,000 is being requested to supplement faculty members. As in the year prior, these funds will provide 10 faculty members (4 special education, 3 elementary education, & 3 secondary education) with a stipend of \$3,000 per semester. Finally, an additional \$15,000 is being requested for similar miscellaneous items.

For the final year, the Special Education TEI Research Workgroup is requesting a total of \$170,000. This would include \$50,000 for the previously hired consultant. Within this year, the

workgroup envisions the transition of these services from the consultant to university faculty members and district personnel. It is anticipated that this work will include training staff and faculty, who can in-turn train others and continue the development and expansion of the newly implemented program. Again, \$20,000 is requested for equipment, supplies, and materials, as well as \$30,000 for consultant, faculty, and mentor teacher travel. The same \$60,000 would be utilized to supplement the work of faculty members (i.e. 4 special education, 3 elementary education, & 3 secondary education) and \$10,000 for miscellaneous expenses.

## Literature Review

### Reviewed and analyzed relevant current literature on the best practices for preparing professional educators

#### *Literature Citations:*

- Altieri, E. M., Colley, K. M., Daniel, L. S., & Dickenson, K. W. (2015). Merging Expertise: Preparing Collaborative Educators. *Rural Special Education Quarterly*, 34(1), 17-22.
- Frey, T. J., Andres, D. K., McKeeman, L. A., & Lane, J. J. (2012). Collaboration by Design: Integrating Core Pedagogical Content and Special Education Methods Courses in a Preservice Secondary Education Program. *The Teacher Educator*, 47(1), 45-66. doi:10.1080/08878730.2011.632473
- O'Brien, C., Aguinaga, N. J., Hines, R., & Hartshorne, R. (2011). Using Contemporary Technology Tools to Improve the Effectiveness of Teacher Educators in Special Education. *Rural Special Education Quarterly*, 30(3), 33-40.
- Taylor, R. W., & Ringlaben, R. P. (2012). Impacting Pre-Service Teachers' Attitudes toward Inclusion. *Higher Education Studies*, 2(3), 16-23.
- Voss, J. A., & Bufkin, L. J. (2011). Teaching All Children: Preparing Early Childhood Preservice Teachers in Inclusive Settings. *Journal of Early Childhood Teacher Education*, 32(4), 338-354. doi:10.1080/10901027.2011.622240
- Williams, J. M., Martin, S. M., & Hess, R. K. (2010). Personnel Preparation and Service Delivery Issues in Rural Areas: The State of the Art. *Rural Special Education Quarterly*, 29(4), 31-39.

#### **Summary of Literature Review:**

As dictated through the Individuals with Disabilities Education Act (IDEA) students with disabilities are to be educated in the least restrictive environment (LRE). Throughout the continued development of this law and the alignment of teaching practices, more and more students with disabilities are being educated in the general education classroom.



This inclusivity dictates a need for the development of pre-service educator skills and attitudes toward teaching all students (Frey, Andres, McKeeman, L. & Lane, 2012; Voss & Bufkin, 2011). A study conducted by Altieri, Colley, Daniel, and Dickenson (2015) supports this claim and further pushes for collaboration between general and special education. Their study indicated that undergraduates who had completed their pre-service teacher education preparation at a medium-size university where a high level of collaboration between general education and special education was taught, modeled, and expected, resulted in a higher level of retention of these new teachers within the field.

Furthermore, Taylor and Ringlaben (2012) determined that preservice teachers participating in a teacher training program that integrated general education curriculum with special education curriculum yielded teacher candidates, who were more open and and felt more prepared to enact inclusive practices within their own classrooms.

Williams, Martin, and Hess (2010) recognize the need to provide rural personnel preparation in the field of special education. As a rural state, it is critical that the university remain versatile in the programming offered to potential and enrolled students. As a result, any undergraduate special education program must utilize distance educational practices such as web-based instruction, wikilinks, and video conferencing to support the development of special education teachers residing in rural settings (O'Brien, Aguinaga, Hines, & Harshorne, 2011; Williams, Martin, and Hess, 2010). This is particularly important for non-traditional students.

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## Analysis of Current UW Teacher Program and Practice



**Collected and analyzed relevant evidence from current educational practice and current educator preparation practice**

### **Evidence Collected and Analyzed**

1. UW Special Education Programming Feedback Survey (administered by the Sp Ed RWG in March of 2017)

### **Summary of Analysis of Current UW Teacher Program and Practice**

Feedback from stakeholders throughout the state, at the Wyoming Department of Education, PTSB (Professional Teaching Standards Board) and within our local school districts, clearly indicate the need for UW to develop a robust undergraduate special education program. Of those district respondents to the UW Special Education Programming Feedback Survey (Superintendents, Principals, Special Education Directors, HR Directors, Other) 77.05% are in support of a dual program in special education and elementary or secondary education, 82.81% are in support of an endorsement program in special education at the undergraduate level, and 65.63% support the development of a special education major. When asked if the development of the above programs would mitigate the special education teacher shortage in Wyoming, 60.94% reported that the dual major would be successful in supporting these efforts; 75% felt the endorsement would mitigate this issue, and 67.19% felt this shortage would be greatly rectified through the offering of a special education major at the undergraduate level.

One respondent from the UW Special Education Programming Feedback Survey stated: "We need MORE undergraduate options (i.e. 4-year program of study) for Special Education at UW other than a Master's Degree. Our neighboring states offer dual majors with SPED and education degrees with SPED endorsements. We have a shortage, and I'd love to refer individuals interested in SPED to our home state for a degree/endorsement."

Another respondent wrote: "I fully support UW providing a teacher certification program for special education. At this time, I hire most staff from Black Hills State University as their graduates have the opportunity to be duly certified." One participant reflected on his/her personal experience commenting, "When I was an undergraduate, I went through a dual licensure program, and it was helpful to prepare me for the inclusion model and teaming with other teachers." Another person commented, "The dual major is attractive because it does provide staffing flexibility once hired in a k-12 setting." Finally, one respondent shared, "Knowledge of Special Education is becoming a lost Art. Increasing awareness and improving the education of the general population would definitely improve student success."

It is as a result of these comments and others that our task force has focused seriously on the development of an undergraduate special education program and is making the recommendation that faculty and staff in the College of Education spend the next school year developing it.

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## Evaluation of Regional and Leading Teacher Prep Programs

*(Check all that apply.)*

- Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States

### Programs Reviewed:

- Traditional educator preparation programs in public and private universities across the United States

*Names and Locations of Traditional Programs studied:*

- University of Akron Akron, OH
- Utah State University Logan, UT

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## Data Analysis

### Summary of Data Findings

#### University of Akron

On April 12-13, 2017, three members of the TEI Special Education Research Group (Wendy Gauntner, Tiffany Dobler, and Dawn Scarince) visited the University of Akron in Ohio.

The Goal of the University Of Akron – Integrative Teacher Preparation Model (UA-ITPM) was “to restructure the existing general and special education teacher licensure programs so teacher candidates are more effectively trained to meet the instructional needs of all learners, including students with a disability (SWDs), English Language Learners (ELLs), and other traditionally marginalized groups of learners (TMGLs) (e.g., students from racial/ethnic minority populations, learners from low socioeconomic backgrounds, etc.)”.

In order to accomplish this goal, the University of Akron committee worked collaboratively within the University’s education department, beginning with their early childhood program then expanding to elementary and secondary programs, to accomplish specific objectives relative to the university’s coursework, program(s) of study, and the Ohio licensure requirements. The team developed a comprehensive Logic Model, Framework and Evaluation tools, specifically designed to address the objectives necessary to achieve their vision within 2 years.

Upon completion of the University of Akron teacher preparation program, all students are eligible to receive a Dual Licensure such as, General Education licensure combined with Intervention Specialist: Mild/Moderate (K-12) in Ohio. Most students are able to complete their prescribed program within 4 years.

- Objective 1: Restructure the UA core courses taken by candidates in all teacher licensure programs to align with the UA-ITPM project.

- Objective 2: Restructure literacy courses required for licensure to align with the UA-ITPM project.
- Objective 3: Redesign the UA mild/moderate licensure program to expedite the pathway to dual licensure.
- Objective 4: Redesign the UA mild/moderate licensure program to provide opportunities for Highly Qualified Teacher (HQT).
- Objective 5: Develop products including course content, syllabi, on-line modules, instructional materials, readings and performance assessments for the UA-ITPM restructured core and literacy courses to meet the needs of pre-service teacher candidates in the areas of cognitive disabilities and learning disabilities, struggling learners, culturally diverse learners, and English language Learners to sustain their effectiveness in inclusive classrooms. (The above products will be shared with faculty to enhance pedagogical knowledge and skills in the content areas (e.g. language arts, science, math, social studies).
- Objective 6: Develop and cultivate clinical/field experiences to promote collaborative networking between general and special education pre-service teacher candidates.
- Objective 7: Collaborate with school partners to promote increased inclusive practices and collaborative networking between practicing teachers and teacher candidates during student teaching.
- Objective 8: Develop a matrix that connects course competencies, instructional materials and readings extracted from the UA-ITPM framework (e.g. research based knowledge & applications, dispositions & professional standards) as guide by other Ohio IHE considering restructuring their existing teacher licensure programs.
- Objective 9: Develop a matrix based on a reexamination of the current clinical/field experiences, of which the breadth and depth will be recommended ensuring teacher dispositions in the UA-ITPM framework will be met.
- Objective 10: Conduct analysis, assessment, and evaluation of the restructured core, literacy courses, the redesigned moderate licensure programs as a pathway to dual licensure and the format allowing mild/moderate teacher candidates access to HQT.

Dr. Bridgie Ford, Dr. Shernavaz Vakil, and Dr. Lynn Kline, along with other members of the University of Akron education department, enrolled student candidates, and the cooperating school district personnel gave generously of their time, experience, and knowledge during our fact-finding visit. The University of Akron faculty wholeheartedly supports our efforts to bring the University of Wyoming Education Department to preeminence. They are willing to provide further consultation to guide the University of Wyoming through the collaborative process of curriculum review, restructuring of identified coursework, and implementation of the revised program. In addition to developing undergraduate courses, the Akron faculty emphasized the importance of enhancing particular course syllabi to make the class applicable to both undergraduate and graduate students.

The University of Akron established strong working relationships with local school districts. TEI Special Education Research Group members visited one local elementary school, where candidates received practicum experience and methods courses were simultaneously taught by university faculty at the cooperating school. This partnership provided a cohesive working

relationship with the University and the local school districts, which has heightened the program's overall effectiveness and improved teacher, placement opportunities upon graduation.

During our visit, TEI Special Education Research Group members also met with the director of curriculum and instruction for the Akron school district, Dr. Ellen McWilliams. She expressed her appreciation for the strong partnership developed and nurtured through the Akron University program and faculty. All the stakeholders we met, involved in the University of Akron teacher preparation system, agreed and emphasized the importance of identifying and meeting current needs, establishing systems for clear communication, maintaining strong collaboration among all stakeholder groups, and establishing true partnerships in their endeavor to provide high quality, well trained teachers to serve in the Akron School District.

Wyoming is unique in that our state has only one 4-year university; this poses both challenges and opportunities. Ultimately, the University of Wyoming teacher preparation program is charged with meeting the needs of local school districts so districts, in turn, can ensure high levels of learning for all students enrolled in the Wyoming public school system. Being responsive to and meeting the expressed needs of the 48 Wyoming school districts should remain paramount as the University of Wyoming moves forward with developing a preeminent education department.

### **Utah State University**

On May 18, 2017, three members of the TEI Special Education Research Group (Rick Woodford, Tiffany Dobler, and Dawn Scarince) visited Utah State University in Logan, UT.

The TEI Special Education Research Group members met with Dr. Timothy Slocum, Darcie Peterson, and Dr. Karen Hager Martinez. The University staff gave generously of their time and shared valuable information gleaned from years of experiences. Utah State University was different from University of Akron in that Utah State University has developed a longstanding and prolific Department of Special Education and Rehabilitation. According to their website, "The Special Education program at USU consistently ranks in the top 20 education programs by U.S. News and World Report." While the University of Akron faculty were eager to share their triumphs and lessons learned shaping a new dual-major special education program, the faculty at Utah State University were tantalized by the opportunity to help the University of Wyoming build a preeminent undergraduate special education program from scratch, without having to retrofit best practices into pre-existing structures. The faculty at Utah State University offered to provide further consultation and encouraged additional on-site visits as the project moves forward.

Utah State University offers a wide variety of undergraduate, graduate, and doctoral programs in the Department of Special Education and Rehabilitation. Undergraduate programs include standalone special education majors as well as dual major programs, both attainable within 4 years of enrollment. At Utah State University, pre-service undergraduate candidates select from a variety of undergraduate programs using Degree Maps readily available on the University's website (<http://catalog.usu.edu/content.php?catoid=12&navoid=3925>), which are sample 4-year plans. Once a student has declared a program, the student is encouraged to meet with an advisor to create a student-specific degree plan. Undergraduate Degree Maps include:

- [Special Education: Birth to 5 Emphasis - BA, BS](#)
- [Special Education: Birth to 5 Emphasis/Early Childhood Education Dual Major - BA, BS](#)
- [Special Education: Birth to 5 Emphasis/Elementary Education K-6 Dual - BA, BS](#)
- [Special Education: Mild/Moderate & Birth to 5 Dual Emphasis - BA, BS](#)
- [Special Education: Mild/Moderate Emphasis - BA, BS](#)
- [Special Education: Mild/Moderate Emphasis/Elementary Education Composite - BA, BS](#)
- [Special Education: Mild/Moderate Emphasis/Elementary Education K-6 - BA, BS](#)
- [Special Education: Mild/Moderate Emphasis/Secondary Education Dual - BA, BS](#)
- [Special Education: Severe Emphasis - BA, BS](#)
- [Special Education: Severe Emphasis/Elementary Education Composite - BA, BS](#)
- [Special Education: Severe Emphasis/Elementary Education K-6 - BA, BS](#)
- [Special Education: Severe Emphasis/Secondary Education Dual - BA, BS](#)
- [Special Education: Severe/Birth to 5 Emphasis - BA, BS](#)

Utah State University employs both Mentors and Site Supervisors to support student teachers. Because USU has such a long-established program, many of the Cooperating Teachers, Mentors and Site Supervisors are former Department of Special Education and Rehabilitation graduates. Mentors are familiar with the program and work with student teachers on required assignments. They provide emotional support and bridge communication between the student teacher, cooperating teacher, and USU faculty. Supervisors receive specific training on the required evaluation tools and procedures mandated by the University.

USU offers 3 tracks in their Special Education Master's program 1) Administrative, 2) Transition, and 3) Board Certified Behavior Analyst coursework designed to prepare candidates to sit for the National Board Certified Behavior Analysis (BCBA) exam. A University of Wyoming program designed to prepare Behavior Analysis is one area specifically identified and requested on the Needs Survey conducted by the TEI Special Education Research Group. The Department of Special Education and Rehabilitation at Utah State University has highly developed and well-utilized Distance Degree and Licensure Programs for many courses of study, including most of their Graduate level programs. Further collaboration with Utah State University faculty in the area of distance education would be beneficial and applicable to the University of Wyoming's initiatives considering the rural nature of both states.

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## Contextual Constraints to Implementation Identified

### Identified Potential Risk to Research Subjects

- Release of proprietary information
- Loss of faculty or candidate confidentiality
- Loss of national accreditation or program recognition
- Loss of state approval or recognition
- Other (Please describe.)

### Identified Potential Risk to Trustees Education Initiative

- Insufficient Data for College and Program Continuous Improvement Purposes
  - Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for
- Insufficient Commitment to Collaboration from Wyoming P-12 School Districts
- Other (Please describe.)