Learning Outcomes

Students should:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Understand the philosophies, theories, laws, diverse and historical points of view, and human issues related to special education and how they influence assessment, planning, implementation, and program evaluation, as well as families, cultures, schools, special education services, school systems, and agencies.
- Understand characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with learning disabilities.
- Understand characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community. Students should be able to respond to the abilities and behaviors of children with cognitive disabilities.
- Understand characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community. Students should be able to respond to the abilities and behaviors of children with social/emotional disabilities.
- Understand characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community. Students should be able to respond to the abilities and behaviors of children with physical and multiple disabilities.
- Understand the effects of exceptional conditions on learning. Students should understand the interrelationships of beliefs, traditions, language, and cultures with students, families, schools and the student’s exceptional condition and apply these understandings when providing meaningful and challenging learning experiences.
- Demonstrate proficiency in the use of mathematics. Students should understand, communicate, and connect the major concepts, procedures, and reasoning processes of mathematics. Students should promote students’ mathematical thinking skills.
- Have a general understanding of reading and reading instruction and know how to
assess, teach, and support the literacy education of students with disabilities.

- Understand the fundamental concepts and principles related to the natural and social sciences and know how to assess, teach, and support the science and social science education of students with disabilities.

- Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing the general curriculum. Students should promote students’ learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

- Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing an independence curriculum. Students should promote students’ learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

- Should create learning environments that foster active engagement in learning, cultural understanding, safety, positive social interactions, independence, self-motivation, -direction, -advocacy, and personal empowerment. Students should intervene and teach students to respond to current expectations. Students should help regular educators, paraprofessionals, and volunteers sustain positive learning environments.

- Understand language development and use strategies and assistive technologies to teach and support students’ communication skills. Students should be able to use an effective language model and match communication methods and resources to students’ proficiency, primary language, and culture.

- Work in collaboration with students, families, and other professionals, create, monitor, and modify appropriate and effective individualized educational plans for students accessing a general curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.

- Work in collaboration with students, families, and other professionals, create, monitor, and modify appropriate and effective individualized educational plans for students accessing an independence curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.

- Use assessment results to identify needs, make wise educational decisions, and to plan, implement, and adjust instruction. Students should understand legal, technical, and technological aspects of assessment. Students should collaborate with educators, families and professionals to conduct appropriate, multifaceted assessments and monitor progress.

- Enable students with disabilities to learn about and to use assistive technology.

- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

- Be aware of the multiple roles of special educators, the need for sensitivity to the many aspects of diversity and exceptionality, and the serious, complex, legal and ethical issues involved in special education. Students should engage in on-going reflection and professional development and adjust practice appropriately.

- Effectively collaborate with families, educators, and other professionals in culturally responsive ways to address student educational needs, advocate for students, plan effective transitions, and serve as a resource to colleagues and community.