

ACADEMIC LEARNING PLAN

EXCEPTIONAL STUDENT EDUCATION, Applied Behavioral Analysis, M.A.

Mission Statement:

The mission of the Department of Teacher Education and Educational Leadership (TEEL) is to prepare students to become Empowered Professionals Making a Difference. Programs are designed to provide students with Knowledge, opportunities to take Action, and Leadership skills in order to produce graduates who are Decision Makers, Problem Solvers, Critical Thinkers, Lifelong Learners, Counselor/Mentors, and Ethical Moral Professionals.

Content

1.1 Implement meaningful practice based instruction based on systematic assessment and continuous evaluation to provide the maximum benefit to all. (NBPTS 2 & 3)

Critical Thinking

2.1 Systematically evaluate methods using data to make decisions in practice. (NBPTS 4)

Communication

3.1 Use effective written and oral communication skills to actively participate as a member of a professional community. (NBPTS 5)

Integrity / Values

4.1 Be accountable for improving outcomes of all learners. (NBPTS 1&3)

Assessment of Student Learning Outcomes

From the beginning of their studies, master's degree students develop content knowledge, engage in critical thinking activities, communicate with their classmates and professors both orally and in writing, engage in self-reflection, enhance their professional behaviors, learn to manage increasingly complex projects, and refine their interactions related to diverse populations. The knowledge, skills, and dispositions that they develop culminate in the action research capstone experience. Thus, this experience becomes the primary assessment tool in identifying success with the Student Learning Outcomes. Students work individually or in small groups to identify an education problem; Research that problem in the current literature; Design a study; Collect and analyze data related to the design; And then report the findings. The experience is considered successful if the student is able to produce a project acceptable to his faculty mentor who is teaching the action research course.

The SLOs are integrated into individual course activities, “critical tasks,” and are assessed through common rubrics. Progress on the SLOs are monitored through Tk20 Comprehensive Assessment and Reporting System. Collective data are used to track individual student’s achievement of the SLOs and Conceptual Framework Outcomes. These data are aggregated and used in programmatic continuous improvement to affect policy, initial broad curricular changes as needed, and to modify individual course activities and assessments.

Job Prospects for Graduates with the M.A. in Exceptional Student Education, Applied Behavioral Analysis

Florida, the 4th largest school system in the nation, is comprised of over 4,000 public schools situated in 67 public school districts. With a current annual enrollment of almost three million students, Florida continues to have a tremendous need for highly qualified teachers, including a critical need in the areas of mathematics, science, reading, technology, and exceptional student education. The Exceptional Student Education, M.A. is designed to enhance the professional skills and knowledge of special educators in the classroom as well as to help them advance their careers in agencies and private settings.

Find out more about M.A. in Exceptional Student Education at UWF:

<https://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/graduate-programs/exceptional-student-education-ma/>

<https://uwf.edu/continuinged/departments/applied-behavior-analysis/#form>