VSBPE
Date: Nov. 29, 2022
Item: Vermont State University Proposal

ITEM: Proposal from Vermont State University for a course substitution in its Special Education graduate-level program

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AGENCY RECOMMENDED ACTION:

The agency does not have a recommendation at this time. It may be clearer when representatives from Castleton and NVU attend the Board meeting to answer questions on their proposal.

BACKGROUND:

The Office received the following proposal from Michaela Stone at NVU Lyndon on November 15, 2022. They are seeking approval from the Standards Board for this substantive change to their Special Education graduate-level program.

Proposed Change:

The VTSU plans to adopt **NVU's Master's in Special Education** program which leads to an endorsement in Special Education. Although there will be 2 programs offering the same degree, The CU program will require a thesis as its capstone project while the NVU program has a final project in EDU 6920. The CU program offers a 15-credit core in Educational Research while the NVU program offers electives and a core in Educational Studies.

The students will still need to complete the same courses that address the special education standards as they are currently configured and accredited *except* for the first course. The NVU course is EDU 5011 ([syllabus](#)) and CU's program is EDU 6100 ([syllabus](#)). The standards that must be addressed in EDU 6100 since they are already addressed in EDU 5011 are:

Performance Criteria of the Vermont Core Teaching Standards, for the VT Licensure Portfolio:

- **CTS.PC-1.1** Candidates use understanding of learning theory (in areas such as cognitive, linguistic, social emotional and physical) to design appropriate learning experiences;
- **CTS.PC-2.2** Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences;
- **CTS.PC-3.1** Candidates design learning environments that support individual learning marked by active engagement;

- **CTS.PC-3.2** Candidates design learning environments that support collaborative learning marked by positive social interaction;

The standards are currently assessed in EDU 5011 using the following assignment:

Learning Environment Case Study: 30%
Conduct a case study of a social learning environment. Observe the operations and interactions in that environment. Record episodes in field notes. Analyze those episodes to determine how the environment makes learning more or less likely. Identify the dominant learning theory at play. Create a design plan for enhancing the learning environment. Write a formal professional report of the project using the method described in class (Describe, Analyze, Reflect, with the four-element analysis) Approximately 10 pages.
[LO2] {PC-1.1; PC-2.2; PC-3.1; PC-3.2; CSFE-1}

Humans learn in all sorts of settings. Thus, for the purposes of this assignment, the case study can be completed in a formal learning environment (such as a school, a team, a structured after-school program, or a Sunday school), in an informal learning environment (such as a playground, an unstructured after-school program, or recreation center), in a public setting (such as a Farmer's Market, a School Board Meeting, or a city park), or in a social institutional setting (such as an office, a home, or a negotiation). Consider the aims of the setting, the physical environment, the means for active engagement with objects, the opportunities for positive social interaction, the acknowledgment of diversity, etc.

The same assignment will be attached to EDU 6100's "Theorist Sampling" assignment.

TO BE ADDED FALL 2023 TO EDU 6100 in blue
Theorists Sampling

You will be assigned an article related to Educational Research Theorists. The assigned article is a starting point. After reading the article, search for related articles or articles that cited the work you read.
See how to video on 9/2 to find articles.
Please find 1 related article and 1 cited by article. Include the citations for all.

Please use the knowledge you gained from this assignment and the Educational Research Assignment to conduct a case study of a social learning environment.
Observe the operations and interactions in that environment. Record episodes in fieldnotes. Analyze those episodes to determine how the environment makes learning more or less likely. Identify the dominate learning theory at play. Create a design plan for enhancing the learning environment. Write a formal professional report of the project using the method described in class (Describe, Analyze, Reflect, with the four-element analysis) Approximately 10 pages.
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(such as a playground, an unstructured after-school program, or recreation center), in a public setting (such as a Farmer's Market, a School Board Meeting, or a city park), or in a social institutional setting (such as an office, a home, or a negotiation). Consider the aims of the setting, the physical environment, the means for active engagement with objects, the opportunities for positive social interaction, the acknowledgement of diversity, etc. (Hoffman's EDU 5011 syllabus submitted to Grad Curriculum Committee Fall 2022).

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