

**TEMPLATE B**  
**Unit Priority Setting and Accomplishments**

**UNIT NAME:** Special Education

<b>USF Strategic Direction</b>	<b>Unit Priority Rating <sup>1</sup></b>	<b>Accomplishments/ Contributions <sup>2</sup></b>
<p><b>1</b> Promote nationally &amp; internationally distinctive research &amp; graduate programs.</p>	<p>4.75</p>	<p>The Doctoral Program in Special Education is a nationally recognized program with a strong emphasizes in urban special education and applied research. Two major federal grants have been secured: Project LASER and Project ECLIPSE supports stipends for full-time doctoral students, who are in residents in the Department. In addition to attracting a very diverse pool of students, Project LASER has linked many of these students with a national network or faculty from Historically Black Colleges and Universities and Predominantly Majority Institutions that provides mentoring and research apprenticeship opportunities. The On-line Gifted Education in earnings degrees and Graduate Certificates in Gifted Education are totally on-line. Faculty members in this program teach and advise students through the use of on-line instruction and telecommunication systems. Enrollment in this program has tripled since the implementation of the on-line delivery. The Masters of Arts in Teaching is a new college-wide degree program that attracts persons with non-education backgrounds and prepares them for careers in teaching. It combines a rigorous curriculum with student support from the field and university through a mentoring model. The program utilizes an accelerated delivery system that includes web-assisted and shorter term courses and classroom-based action research. A federally funded grant provides stipends to each student enrolled in the</p>

		program.
<b>2</b> Advance collaborative learning & discovery to improve health for the community.	2.75	
<b>3</b> Attract the very best undergraduate students by providing a challenging intellectual climate.	3.25	Through a series of partnerships with local school districts, university courses are delivered in schools while students are completing early field experiences. This provides an opportunity for faculty to partner with classroom teachers and directly impact learner outcomes as well bridging the gap between theory to practice. Schools have benefited from the consultations available from university faculty, and our students are the recipients of a university curriculum informed by the realities of schools and the involvement of Instructors in their field experiences.
<b>4</b> Provide high quality academic programs & support services.	4.75	The unit has sustained a long history of federally funded training grants that exceeds 10 million dollars. These grants have provided support for minority students and first-generation college students. The Masters of Arts in Teaching Program attracts students with non-education backgrounds and prepares them for careers in teaching. It combines a rigorous curriculum with student support from the field and university through a mentoring model. The program utilizes an accelerated delivery system that includes web-assisted and shorter term courses and classroom-based action research. A federally funded grant provides stipends to each student enrolled in the program.
<b>5</b> Shape the enrollment profile to reflect the educational goals of a major urban research Institution.	4.50	Doctoral program in urban special education has been nationally recognized for its focus on the educational needs of children with disabilities who are ethnically and culturally diverse, the broad epistemological approach to inquiry, and the commitment to recruitment of a diverse student population. Project TRUST prepares undergraduate students to work with students with disabilities in urban schools. It enhances the existing curriculum to include content relevant to the lives of children in urban school and

		creates cross-cultural experiences that enable students to interact and engage in meaningful dialogue with services and agencies that impact the lives of urban youth. Students are supported from a federal grant that provides scholarships and supports professional development activities. Project CAMP provides assistance to eligible participants with migrant and seasonal farm worker backgrounds to complete their first year of college and transitioning to complete their undergraduate degrees. The program recruits students college wide for a wide-range of majors, many of who choose teaching as a career.
<b>6</b> Promote the intellectual, cultural, personal, & social development of students through high quality student life services.	2.50	
<b>7</b> Provide a student-centered, user-friendly administrative & service infrastructure.	3.00	The department employs a full-time Student Advisor who works collaboratively with faculty to insure that all students receive timely and quality student services that aid in their matriculation and successful completion of their degree. Students at the undergraduate MAT and doctoral levels matriculate as a cohort which provides stability and a mechanism for student support, advising, and scheduling.
<b>8</b> Achieve fiscal self-sufficiency & develop a stable economic base for university programs & services.	4.25	Long history of external funding that provides faculty buyouts and RO funds to subsidize the minimal base E&G funds in the expense and OPS categories. The department has also implemented an internal auditing function that monitors grant accounts to ensure proper expenditures and timely flow of funds in/out of the unit.
<b>9</b> Establish USF as a national model for a university fully engaged with its local, national, & global communities.	5.00	The department has enjoyed a superior record of research and external funding; primarily in the area of training and technical assistant grants from the US Department of Education-Office of Special Education Programs and Office of Elementary and Secondary Education-Office of Migrant Education. The Center for

		<p>Migrant Education has a well established record of partnerships and collaboration with the regional community to ensure education opportunities for children from migrant farm worker families. We have established an extensive network of school-based partnerships with Hillsborough and Pasco County Schools that has included the identification and training of a core of experienced classroom teachers as Professional Practice Partners ( PPPs). Our PPPs work in collaboration with faculty to deliver quality field-experiences and mentoring for our students. We have partnered with Hillsborough Community College to develop a Para to Professional Program to attract Para Educators in special education classrooms who aspire to become classroom teachers but require flexibility in scheduling and assistance with tuition to our undergraduate programs.</p>
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<sup>1</sup> **On a scale of 1-5, with 5 being the highest, rate the priority of each direction for the unit. Remember, not every unit must contribute to all nine directions, nor must a unit’s emphasis be the same in all nine directions.**

<sup>2</sup> **How has the unit already contributed to the achievement of the nine strategic directions? Briefly summarize major accomplishments.**