



SIENA HEIGHTS UNIVERSITY  
**SPECIAL EDUCATION**

Siena Heights University • 1247 East Siena Heights Drive • Adrian, MI 49221

[www.sienaheights.edu](http://www.sienaheights.edu)





## Philosophy

The philosophy of the Special Education program is based on beliefs that influence the nature and content of instructional offerings. Beliefs related to this program include:

- All exceptional children and adults can benefit from developmentally appropriate educational programs.
- All facets of learning must be addressed including academic subjects as well as social skills and study skills.
- Education for those with a learning disability should begin as early as possible and continue as long as needed with special attention paid to the periods of transition.
- Exceptional learners have the right to be placed in the educational setting that is least restrictive. Consulting teachers, resource programs, and inclusive settings can be alternatives for most children with learning disabilities.
- Special educators are a resource to the educational community. Through their knowledge and skills, special educators provide direct service to exceptional children and supportive services to other persons, both professional and lay, who are responsible for teaching exceptional children.

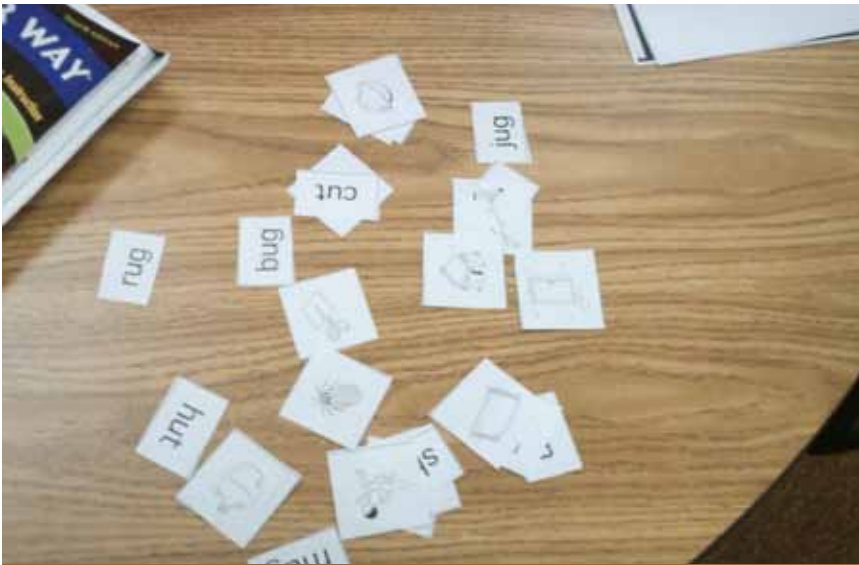


## ASSESSMENT COMPONENT

Assessment is a critical component of the learning disability endorsement offered at Siena Heights University and is presented and rehearsed throughout the program. The candidate learns the assessment of learning as well as the assessment for learning. The students learn multiple facets of the Michigan Assessment Program to include but not limited to MEAP, Michigan Merit, and Michigan Access.

Preparation for state required testing is explored and practiced in the methods course. The assessment sequence is culminated in directed teaching where all of the assessment skills are practiced and implemented.





## Outcomes and Objectives of the Program

A primary goal of the Special Education program at Siena Heights University is to develop educators who are grounded in the breath and depth of the field, and who are self-confident, inquisitive and thoughtful in their practice. Some key objectives revolve around the following areas:

- **The Special Education program:** develops prospective teachers committed to and capable of developing exemplar educational programs and environments for children with learning disabilities.
- **Candidate preparation:** to assume professional roles in schools, the teacher preparation program emphasizes understanding educational issues related to learning disabilities from a global perspective.
- **Interactive learning:** is set in the university classroom and in the public and private schools. In the teacher preparation program, emphasis is placed on incorporating practical application with theoretical discussion and legal aspects of facilitating developmentally appropriate learning for children with learning disabilities.
- **Outcome based learning:** course content reflects "Best Practices" in the area of learning disabilities. The objectives and outcomes of the Special Education program are designed to benefit the student in the following areas:
  1. The candidate will be able to articulate philosophical, historical, and legal foundations of special education that are consistent with national, state, and local standards.
  2. The candidate will demonstrate knowledge of research-based causes and characteristics of learners with disabilities.
  3. The candidate will be able to select and use appropriate assessment, diagnosis, and evaluation techniques that are consistent with research-based information.
  4. The candidate will be able to plan and manage the teaching and learning environments inclusive of early childhood through adulthood in a manner that promotes learning.
  5. The candidate will demonstrate the ability to manage and teach the social behavior and social interaction skills to students with a learning disability.
  6. The candidate will develop appropriate communication and collaborative partnerships. Areas include but not limited to:
    - IEP process pre-referral through program completion
    - parent communication
    - teaming and other collaboration models
  7. The candidate will consistently demonstrate in classes and in field settings professionalism and ethical practices, recognizing the critical importance equity and diversity play in a productive professional setting.

### LEARNING STYLES

Throughout the Special Education program, the candidate learns to use multiple methods and multiple models to accommodate and teach to different learning styles. In addition to the modality learning styles, other models presented and rehearsed are:

- the whole to part learning style
- the massed and spaced practice
- the speed and time factor style



### EQUITY

The Special Education program pays close attention to equity issues. Situations related to equity are presented and studied throughout the program.

At all levels the candidates are exposed to non-discrimination and equity at Siena Heights University. The University has a non-discrimination policy and a managing officer for issues related to equity.

### FOR MORE INFORMATION CONTACT:

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# SPECIAL EDUCATION

## B.A. DEGREE MAJOR FOR K-12 CERTIFICATION

### Elementary Comprehensive Major with Special Ed-Learning Disabilities K-12:

SED 341	Procedures	2
SED 342	Parent-School Partnership: Special Education	2
SED343	Assessment & Evaluation of Students with Disabilities	3
SED 344	Early Childhood & Special Education	3
SED 345	Collaboration & Special Education	3
SED 334	Strategies for Teaching Reading to Students with Learning Disabilities	1
EDU335	Strategies for Teaching Reading in the Secondary School	3
SED 349	Special Education in the Urban Setting	1
SED 351	Behavior Management	2
SED 361	Introduction to Learning Disabilities	3
SED 362	Methods & Strategies for Teaching Children with Learning Disabilities	4
EDU 372	Secondary Core Method	3
SED 421	Educational Technology & Assistive Technology for Students with Disabilities	1
SED480	Directed Teaching	8-11
SED 495	Directed teaching Seminar: Special Education	1
<b>Special Education Core</b>		<b>40-43</b>
<b>Elementary Comprehensive Major</b>		<b>45</b>
<b>Liberal Arts</b>		<b>35</b>
<b>Education Core</b>		<b>35-38</b>
<b>Total</b>		<b>155-161</b>

### Secondary Content Major with Special Ed-Learning Disabilities K-12:

SED 341	Procedures	2
SED 342	Parent-School Partnership: Special Education	2
SED343	Assessment & Evaluation of Students with Disabilities	3
SED 344	Early Childhood & Special Education	3
SED 345	Collaboration & Special Education	3
SED 334	Strategies for Teaching Reading to Students with Learning Disabilities	1
EDU 334	Strategies for Teaching Reading in the Elem. School	3
SED 349	Special Education in the Urban Setting	1
SED 351	Behavior Management	2
SED 361	Introduction to Learning Disabilities	3
SED 362	Methods & Strategies for Teaching Children with Learning Disabilities	4
EDU 371	Elementary Core Method	4
SED 421	Educational Technology & Assistive Technology for Students with Disabilities	1
SED480	Directed Teaching	8-11
SED 495	Directed teaching Seminar: Special Education	1
<b>Special Education Core</b>		<b>41-44</b>
<b>Secondary Content Major</b>		<b>44-75</b>
<b>Liberal Arts</b>		<b>35</b>
<b>Education Core</b>		<b>36-39</b>
<b>Total</b>		<b>156-163</b>

### Elementary Comprehensive Major with Special Ed-Cognitive Impairment K-12:

SED 341	Procedures	2
SED 342	Parent-School Partnership: Special Education	2
SED343	Assessment & Evaluation of Students with Disabilities	3
SED 344	Early Childhood & Special Education	3
SED 345	Collaboration & Special Education	3
EDU335	Strategies for Teaching Reading in the Secondary School	3
SED 349	Special Education in the Urban Setting	1
SED 351	Behavior Management	2
EDU 372	Secondary Core Method	3
SED 421	Educational Technology & Assistive Technology for Students with Disabilities	1
SED381	Nature & Need of Individuals with Cognitive Impairment	3
SED382	Methods & Strategies for Teaching Individuals with Mild Cognitive Impairments	2
SED 383	Methods & Strategies for Teaching Individuals with Moderate & Severe Cognitive Impairments	2
SED384	Transition & Career Education for Individuals with Cognitive Impairment	3
SED385	Strategies for Teaching Fundamental & Funct. Reading	2
SED480	Directed Teaching	8-11
SED 495	Directed teaching Seminar: Special Education	1
<b>Special Education Core</b>		<b>44-47</b>
<b>Elementary Comprehensive Major</b>		<b>45</b>
<b>Liberal Arts</b>		<b>35</b>
<b>Education Core</b>		<b>35-38</b>
<b>Total</b>		<b>159-165</b>

### Secondary Content Major with Special Ed-Cognitive Impairment K-12:

SED 341	Procedures	2
SED 342	Parent-School Partnership: Special Education	2
SED 343	Assessment & Evaluation of Students with Disabilities	3
SED 344	Early Childhood & Special Education	3
SED 345	Collaboration & Special Education	3
EDU334	Strategies for Teaching Reading in the Elem. School	3
SED 349	Special Education in the Urban Setting	1
SED 351	Behavior Management	2
EDU 371	Elementary Core Method	4
SED 421	Educational Technology & Assistive Technology for Students with Disabilities	1
SED381	Nature & Need of Individuals with Cognitive Impairment	3
SED382	Methods & Strategies for Teaching Individuals with Mild Cognitive Impairments	2
SED 383	Methods & Strategies for Teaching Individuals with Moderate & Severe Cognitive Impairments	2
SED384	Transition & Career Education for Individuals with Cognitive Impairment	3
SED385	Strategies for Teaching Fundamental & Funct. Reading	2
SED480	Directed Teaching	8-11
SED 495	Directed teaching Seminar: Special Education	1
<b>Special Education Core</b>		<b>45-48</b>
<b>Secondary Content Major</b>		<b>44-75</b>
<b>Liberal Arts</b>		<b>35</b>
<b>Education Core</b>		<b>36-39</b>
<b>Total</b>		<b>160-197</b>