Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

Expenditures for the Division of Special Education & Counseling are aligned with two areas of the strategic plan: Engagement, Service, and the Public Good, and Student Success.

1. ESPG: Supplies including books for K-12 students and intervention materials were purchased for the C. Lamar Learning Center which provides Saturday enrichment classes taught by education specialist candidates for K-12 students in the local community.
2. SS: All other purchases were instructional materials for courses in Orientation & Mobility, School Psychology, Mild-Moderate Disability, and Moderate-Severe Disabilities. These materials included new technologies candidates must learn to use in order to work with children with disabilities (e.g. administering updated, standardized norm-reference assessments; sonar echolocation technology). Other materials, such as the Merge Virtual Reality Headsets, are teaching tools used for instrucntional delivery to enhance the acquisition of content.

The Merge Goggles have been used to provide student access to Virtual Reality field trips using Google Expeditions. They have allowed students to experience Augmented Reality using Merge Cubes. Some of the experiences include Galactic Explorer. Galactic Explorer allows students to hold the solar system in their hands and explore the planets, moons, and sun in three dimensions.

SWIVL aligned with Student Success

1. Student Success – The SWILV is a device that tracks a user as they speak. Student Teachers periodically record their lessons for review. The use of the SWIVL supplements in-person observations which leads to more consistent coaching and feedback to student-teachers to develop best practices around regular self-reflection through video.
2. Provide key performance metrics to measure and sustain success.

Each program in the division collects yearly data on student mastery of critical skills. In addition to assessing competence of discrete skills, overall achievement data is examined (e.g. performance in behavior management, understanding of global theories, mental mapping of physical spaces).

Introducing Virtual Reality and Augmented Reality in technology and teacher ed classes.

Increase in demand for usage of devices.

3. Describe program outcomes and results. Identify challenges encountered.

Overall pass rates and achievement in specific domains is high in all the programs that received funds. One challenge is that it is difficult to attribute the purchase of instructional materials to improvement on global measures. However, without the purchases of new technology, students would not have learned how to use the specific instruments/tools acquired. The second challenge is ensuring that some of the materials are more widely used across the Division. Some materials are very specialized and only used by one program, but other materials could be used by multiple programs. It is difficult to have faculty teach one another how to incorporate the new materials into their instructional practice.

So far the VR and AR has been easy to incorporate. The only challenges have been in making sure that the goggles have been cleaned between uses.