

## B.S. Ed. Special Education – Mental Retardation Program Assessment 2002-2003

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><b><u>Mission Statement</u></b></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote academic excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p> <p><b><u>Goal Statement</u></b></p> <p>To demonstrate knowledge and effective teaching skills commensurate with beginning teachers of Special Education-Mental Retardation</p> <p>To develop proficiency in the areas of collaboration and transition</p> <p>To promote the integration of technology into instructional practices</p>	<p>1a. Demonstrate knowledge of the philosophical, historical and legal foundations of Mental Retardation</p> <p>1b. Demonstrate an understanding of the developmental, behavioral, and learning needs of children with Mental Retardation</p> <p>2a. Demonstrate effectiveness in instructional planning and assessment for children with Mental Retardation</p> <p>2b. Demonstrate the understanding and implementation of effective teaching strategies and methods for children with Mental Retardation</p> <p>2c. Demonstrate the establishment and management of appropriate learning environments for children with Mental Retardation</p> <p>3. Demonstrate the ability to effectively communicate and collaborate with parents, professionals, and community agencies involved in the welfare of children with Mental Retardation</p> <p>4. Demonstrate the</p>	<p>1a. PRAXIS II examination</p> <p>1b. PRAXIS II examination, portfolio evaluation; evaluations from field-based supervisors</p> <p>2a. Course-based exhibitions; lab-related authentic experiences</p> <p>2b. Evaluation from field-based supervisors</p> <p>2c. Course-based exhibitions; evaluations from field-based supervisors</p> <p>3. Evaluations from field-based supervisors</p> <p>4. Course-based exhibitions</p>		

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	integration of technology into instructional planning for children with Mental Retardation			

**M.Ed. Special Education – *Mental Retardation* Program Assessment 2002-2003**

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<p><b><u>Mission Statement</u></b></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote academic excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p> <p><b><u>Goal Statement</u></b></p> <p>To demonstrate knowledge and effective teaching skills commensurate with beginning teachers of Special Education-Mental Retardation</p> <p>To develop proficiency in the areas of collaboration and transition</p> <p>To promote the integration of technology into instructional practices</p>	<p>1a. Demonstrate knowledge of the philosophical, historical and legal foundations of Mental Retardation</p> <p>1b. Demonstrate an understanding of the developmental, behavioral, and learning needs of children with Mental Retardation</p> <p>2a. Demonstrate effectiveness in instructional planning and assessment for children with Mental Retardation</p> <p>2b. Demonstrate the understanding and implementation of effective teaching strategies and methods for children with Mental Retardation</p> <p>2c. Demonstrate the establishment and management of appropriate learning environments for children with Mental Retardation</p> <p>3. Demonstrate the ability to effectively communicate and collaborate with parents, professionals, and community agencies involved in the welfare of children with Mental Retardation</p> <p>4. Demonstrate the</p>	<p><b>1a. PRAXIS II examination</b></p> <p><b>1b. PRAXIS II examination; exit exams; course-based exhibitions; portfolio from field-based practica experiences</b></p> <p><b>2a. Portfolio evaluations; lab-related authentic experiences</b></p> <p><b>2b. Portfolio evaluation from field-based practica experiences; exit exams</b></p> <p><b>2c. Portfolio evaluation from field-based practica experiences; exit exams</b></p> <p><b>3. Portfolio evaluation from field-based practica experiences</b></p> <p><b>4. Course-based exhibitions</b></p>		

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	integration of technology into instructional planning for children with Mental Retardation			

**M.Ed. Special Education – Behavioral Disorders Program Assessment 2002-2003**

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b><u>Mission Statement</u></b></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote academic excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p> <p><b><u>Goal Statement</u></b></p> <p>To demonstrate knowledge and effective teaching skills commensurate with beginning teachers of Special Education-Mental Retardation</p> <p>To develop proficiency in the areas of collaboration and transition</p> <p>To promote the integration of technology into instructional practices</p>	<p>1a. Demonstrate knowledge of the philosophical, historical and legal foundations of Behavioral Disorders</p> <p>1b. Demonstrate an understanding of the developmental, behavioral, and learning needs of children with Behavioral Disorders</p> <p>2a. Demonstrate effectiveness in instructional planning and assessment for children with Behavioral Disorders</p> <p>2b. Demonstrate the understanding and implementation of effective teaching strategies and methods for children with Behavioral Disorders</p> <p>2c. Demonstrate the establishment and management of appropriate learning environments for children with Behavioral Disorders</p> <p>3. Demonstrate the ability to effectively communicate and collaborate with parents, professionals, and community agencies involved in the welfare of children with Behavioral Disorders</p>	<p><b>1a. PRAXIS II examination</b></p> <p><b>1b. PRAXIS II examination; exit exams; course-based exhibitions; portfolio from field-based practica experiences</b></p> <p><b>2a. Portfolio evaluations; lab-related authentic experiences</b></p> <p><b>2b. Portfolio evaluation from field-based practica experiences; exit exams</b></p> <p><b>2c. Portfolio evaluation from field-based practica experiences; exit exams</b></p> <p><b>4. Portfolio evaluation from field-based practica experiences</b></p>		

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	4. Demonstrate the integration of technology into instructional planning for children with Behavioral Disorders	4. Course-based exhibitions		

**M.Ed. Special Education – *Learning Disorders* Program Assessment 2002-2003**

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b><u>Mission Statement</u></b></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote academic excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p> <p><b><u>Goal Statement</u></b></p> <p>To demonstrate knowledge and effective teaching skills commensurate with beginning teachers of Special Education-Mental Retardation</p> <p>To develop proficiency in the areas of collaboration and transition</p> <p>To promote the integration of technology into instructional practices</p>	<p>1a. Demonstrate knowledge of the philosophical, historical and legal foundations of Learning Disorders</p> <p>1b. Demonstrate an understanding of the developmental, behavioral, and learning needs of children with Learning Disorders</p> <p>2a. Demonstrate effectiveness in instructional planning and assessment for children with Learning Disorders</p> <p>2b. Demonstrate the understanding and implementation of effective teaching strategies and methods for children with Learning Disorders</p> <p>2c. Demonstrate the establishment and management of appropriate learning environments for children with Learning Disorders</p> <p>3. Demonstrate the ability to effectively communicate and collaborate with parents, professionals, and community agencies involved in the welfare of children with Learning Disorders</p>	<p><b>1a. PRAXIS II examination</b></p> <p><b>1b. PRAXIS II examination; exit exams; course-based exhibitions; portfolio from field-based practica experiences</b></p> <p><b>2a. Portfolio evaluations; lab-related authentic experiences</b></p> <p><b>2b. Portfolio evaluation from field-based practica experiences; exit exams</b></p> <p><b>2c. Portfolio evaluation from field-based practica experiences; exit exams</b></p> <p><b>5. Portfolio evaluation from field-based practica experiences</b></p>		

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	4. Demonstrate the integration of technology into instructional planning for children with Learning Disorders	4. Course-based exhibitions		