

B.S. Ed. Special Education – *Mental Retardation* Program Assessment 2003-2004

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u></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><u>Goal Statement</u></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>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; evaluations from field-based supervisors</p> <p>2b. Evaluations 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>1a and 1b. Praxis II passage rates have improved from 50% (2002-2003) to 100%</p> <p>1b. Successful completion of portfolio; satisfactory evaluations from field-based supervisors</p> <p>2a. Successful completion of coursework; satisfactory evaluations from field-based supervisors</p> <p>2b. Satisfactory evaluations from field-based supervisors</p> <p>2c. Successful completion of coursework; satisfactory evaluations from field-based supervisors</p> <p>3. Satisfactory evaluations from field-based supervisors</p>	<p>Content and pedagogical knowledge of Mental Retardation will continue to be strengthened with the addition of a new practicum course in severe impairments.</p> <p>A dispositions evaluation will be conducted to measure the professionalism, attitude, and collaborative nature of teacher education candidates.</p> <p>The new special education assistive technology course, SPED 4105, will continue to be offered each fall semester.</p> <p>Teacher education candidates will continue to participate in the InTech course/training during the semester that they student teach.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	4. Demonstrate the integration of technology into instructional planning for children with Mental Retardation	4. Course-based exhibitions; development and implementation of lesson plans by students during InTech course/training	4. Successful completion of class work from SPED 4105, the special education assistive technology course; successful completion of InTech course/training	

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<p><u>Mission Statement</u></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><u>Goal Statement</u></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>1a. PRAXIS II examination</p> <p>1b. PRAXIS II examination; exit exams; course-based exhibitions; portfolio evaluation from field-based practica experiences</p> <p>2a. Portfolio evaluation from field-based practica experiences; lab-related authentic experiences</p> <p>2b. Portfolio evaluation from field-based practica experiences; exit exams</p> <p>2c. Portfolio evaluation from field-based practica experiences; exit exams</p> <p>3. Portfolio evaluation from field-based practica experiences</p>	<p>1a and 1b. Praxis II passage rates increased from 50% (2002-2003) to 100%</p> <p>1b. Passage of exit exams; successful completion of coursework; successful completion of portfolio from practica experiences</p> <p>2a. Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>2b. Successful completion of portfolio from practica experiences; passage of exit exams</p> <p>2c. Successful completion of portfolio from practica experiences; passage of exit exams</p> <p>3. Successful completion of portfolio from practica experiences</p>	<p>Addition of special education assistive technology course to program of study to enhance and improve preparation of teachers.</p> <p>Modification of exit exams to become more comprehensive and to utilize research-based skills Masters Degree candidates have acquired throughout the program.</p> <p>Modifications to coursework (i.e., SPED 6785 and SPED 6786) to include more research-based activities.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	4. Demonstrate the integration of technology into instructional planning for children with Mental Retardation	4. Course-based exhibitions	4. Successful completion of coursework	

M.Ed. Special Education – Behavioral Disorders Program Assessment 2003-2004

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u></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><u>Goal Statement</u></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>1a. PRAXIS II examination</p> <p>1b. PRAXIS II examination; exit exams; course-based exhibitions; portfolio evaluation from field-based practica experiences</p> <p>2a. Portfolio evaluation from field-based practica experiences; lab-related authentic experiences</p> <p>2b. Portfolio evaluation from field-based practica experiences; exit exams</p> <p>2c. Portfolio evaluation from field-based practica experiences; exit exams</p> <p>3. Portfolio evaluation from field-based practica experiences</p>	<p>1a and 1b. 100% passage rate for Praxis II exam.</p> <p>1b. Passage of exit exams; successful completion of coursework; successful completion of portfolio from practica experiences</p> <p>2a. Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>2b. Successful completion of portfolio from practica experiences; passage of exit exams</p> <p>2c. Successful completion of portfolio from practica experiences; passage of exit exams</p> <p>3. Successful completion of portfolio from practica experiences</p>	<p>Addition of special education assistive technology course to program of study to enhance and improve preparation of teachers.</p> <p>Modification of exit exams to become more comprehensive and to utilize research-based skills Masters Degree candidates have acquired throughout the program.</p> <p>Modifications to coursework (i.e., SPED 6785 and SPED 6786) to include more research-based activities.</p>

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

M.Ed. Special Education – *Learning Disabilities* Program Assessment 2003-2004

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<p><u>Mission Statement</u></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><u>Goal Statement</u></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 Disabilities</p> <p>1b. Demonstrate an understanding of the developmental, behavioral, and learning needs of children with Learning Disabilities</p> <p>2a. Demonstrate effectiveness in instructional planning and assessment for children with Learning Disabilities</p> <p>2b. Demonstrate the understanding and implementation of effective teaching strategies and methods for children with Learning Disabilities</p> <p>2c. Demonstrate the establishment and management of appropriate learning environments for children with Learning Disabilities</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 Disabilities</p>	<p>1a. PRAXIS II examination</p> <p>1b. PRAXIS II examination; exit exams; course-based exhibitions; portfolio evaluation from field-based practica experiences</p> <p>2a. Portfolio evaluation from field-based practica experiences; lab-related authentic experiences</p> <p>2b. Portfolio evaluation from field-based practica experiences; exit exams</p> <p>2c. Portfolio evaluation from field-based practica experiences; exit exams</p> <p>3. Portfolio evaluation from field-based practica experiences</p>	<p>1a and 1b. 100% passage rate for Praxis II exam.</p> <p>1b. Passage of exit exams; successful completion of coursework; successful completion of portfolio from practica experiences</p> <p>2a. Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>2b. Successful completion of portfolio from practica experiences; passage of exit exams</p> <p>2c. Successful completion of portfolio from practica experiences; passage of exit exams</p> <p>3. Successful completion of portfolio from practica experiences</p>	<p>Addition of special education assistive technology course to program of study to enhance and improve preparation of teachers.</p> <p>Modification of exit exams to become more comprehensive and to utilize research-based skills Masters Degree candidates have acquired throughout the program.</p> <p>Modifications to coursework (i.e., SPED 6785 and SPED 6786) to include more research-based activities.</p>

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	4. Demonstrate the integration of technology into instructional planning for children with Learning Disabilities	4. Course-based exhibitions	4. Successful completion of coursework	