

**Degree Program: B. A. Special Education Mild/Moderate Disabilities
and Elementary Education**

Rec'd
3/24/03

Review of MFA Results and Report on Curricular Change

Program Goals:

- To develop and maintain a quality education program in which candidates develop an understanding of the field of special education.
- To provide learning activities and diverse field experiences to enable candidates to apply, synthesize, and evaluate knowledge in the development of teaching expertise.
- To foster and maintain a positive environment for candidates' professional development.

Assessments:

Exit Survey: Survey completed by graduating seniors at the end of each semester, results to Department of Teaching and Learning once a year.

Cumulative Student-Teacher Evaluation Form: Form completed by university supervisor for each candidate at the end of the student teaching semester (Fall, Spring).

Undergraduate Program Summary Form: Form completed by each candidate at the final student teaching seminar each semester (Fall, Spring).

Structured Interview: Administered at the end of the final Student Teaching seminar to individual candidates or small groups.

Field Placement Chart: Form completed at the end of each semester (Fall, Spring) by field experiences coordinator.

Assessment Results:

1. The Exit Survey is administered to students at the end of each semester by the Office of Institutional Research and Assessment and results are presented to departments in a timely manner. Results for 2001-2002 were recently released.
2. University supervisors of student teachers are responsible for the following each semester (fall and spring):
 - completing a cumulative student-teacher evaluation form for each student teacher
 - completing a structured interview for each student teacher
 - obtaining an undergraduate program summary form completed by each student teacher

3. The field placement chart is completed at the end of each semester (fall and spring) by the field experiences coordinator.

Use of Results:

1. Information gained from the candidate exit surveys, performance during student teaching, and structured interviews is used to evaluate program effectiveness. Data from the various assessments are reviewed annually to determine if candidates feel satisfied with their preparation in curriculum and instruction, management, assessment, and collaboration. Additionally, data obtained provide the program with information regarding candidates' development of communication skills, participation in professional development opportunities, and awareness of professional/ethical behaviors. Finally, programmatic decisions can be made based on candidates' display of knowledge and skills during student teaching.
2. To ensure that candidates participate in diverse field experiences in multicultural school settings, the department began assigning specific responsibilities to a field experience coordinator beginning in the spring, 2001. This individual recruits qualified teachers to supervise field experiences, assesses the quality of the special education classrooms used regularly, and maintains a field experiences chart documenting types of students and types of settings in which each candidate is placed.
3. To meet our program needs, an undergraduate program summary form was developed in January, 2003 and will be completed by candidates in student teaching for the first time at the end of the Spring, 2003 semester.
4. Due to the reorganization of the college during the summer of 2000, a decision was made to maintain the program. The faculty did not feel that they had sufficient data to warrant substantial program changes at that time. Additionally, with the recent redesign (2001-2002) required by the Blue Ribbon Commission, current programs will be phased out and new programs implemented beginning in the summer, 2003.