

MAJOR FIELD ASSESSMENT PLAN

Degree Program: SPECIAL EDUCATION - GRADUATE

GOAL I:

The goal of the special education graduate program is to develop and maintain a quality education program.

Expected Outcome 1:

Students will be accepted for admission and maintain "good standing" status in the Master's degree program in special education.

Assessment Procedure(s) and Criteria:

- 1a. College of Education graduate school admission procedure: 100% of the graduate students will meet the admission criteria for entry into the graduate program as indicated in the current catalogue.
- 1b. Computer-generated report of graduate student GPAs: 90% of the graduate students enrolled in the Master's degree program will meet the "good standing" criteria as defined in the current catalogue (1992-93, page 238).

Administration of Assessment Procedures:

- 1a. Tenured faculty in the department review candidate records and decide whether they are to be enrolled with full or conditional status, or to be rejected. This process is carried out on an on-going basis.
- 1b. At the end of each semester the departmental secretary will request that a report be generated listing GPAs for the semester for students enrolled in the Master's degree program.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 1a. Central office: Admission Procedure Folder, also see individual student folders.
- 1b. Central office: file

Expected Outcome 2:

Students will receive their degree from a program that has been recognized and approved by its honored society, CEC.

Assessment Procedure(s) and Criteria:

- 2a. NCATE accreditation: The special education department will receive approval from its honored society (CEC) as a component of scheduled NCATE review.
- 2b. Graduate Credentials Committee: 100% of the special education faculty will be approved by the graduate committee.

Administration of Assessment Procedures:

- 2a. Certification documentation on file.
- 2b. Periodic review by Committee.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 2a. Central office: file
- 2b. Central office: file (approval for faculty members to teach courses sent to Department Head).

Expected Outcome 3:

Students will be well prepared for positions in the field of special education.

Assessment Procedure(s) and Criteria:

- 3a. Exit Questionnaire (N): 100% of the students will rate their preparation as satisfactory or better.
- 3b. Structured Interview: 100% of the students will indicate satisfaction in their program.
- 3c. Employer Survey QB9: Employers will rate 75% of the master's degree teachers as satisfactory or better.

Administration of Assessment Procedures:

- 3a. Three weeks prior to the date of the comprehensive exam preparation (CEP) meeting, the exit questionnaire with an explanatory letter will be mailed to each candidate. They will be requested to complete the questionnaire and to return

- this form anonymously by the date of the meeting.
- 3b. The structured interview will be administered individually or in small groups by assigned faculty members at the end of the comprehensive exam preparation meeting.
- 3c. (1) At the CEP meeting, the name and address of the individual's current principal/supervisor will be obtained. (See form in the comprehensive examination packet).
- (2) Each April, this information (for the previous three semesters, Summer, Fall, Spring) will be used as a mailing list for Employer Surveys.
- (3) During May and June returned Employer Surveys will be filed for subsequent analysis. Follow-up mailings of surveys are not possible because there is no mechanism for identification of graduates.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 3a. Central office - file
3b. Central office - file
3c. Central office - file

GOAL II:

The goal of the special education graduate program is to provide a curriculum to develop professional competencies in the teaching, supervision, and/or administration of special education.

Expected Outcome 1:

Students will have an understanding of major concepts, theoretical frameworks, research methods, and communication skills in the discipline.

Assessment Procedure(s) and Criteria:

- 1a. Comprehensive Examination: 100% of the graduate students will successfully complete the comprehensive examination process.
- 1b. Exit Questionnaire A7, B16: 100% of the graduate students will indicate that they were satisfactorily prepared in special competencies on the exit questionnaire.

Administration of Assessment Procedures:

- 1a. (1) Each semester qualified individuals will be administered comprehensive examinations following university, college and

departmental guidelines.

(2) Two faculty members will read each question and determine whether a response is satisfactory. A third faculty member will be used as a tie breaker when necessary.

(3) Students failing one question will be administered an oral examination.

(4) Students failing two or more questions will fail the comprehensive examination and will be provided with a plan for further study. See comprehensive examination manual for specifics.

- 1b. Three weeks prior to the date of the comprehensive exam preparation meeting, the exit questionnaire with an explanatory letter will be mailed to each candidate. They will be requested to complete the questionnaire and to return this form anonymously by the date of the meeting.

Use of Results:

Special education committee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 1a. Central office - file
1b. Central office - file

Expected Outcome 2:

The students will demonstrate knowledge and application of best practices regarding the development, implementation, and evaluation of curricula/methods appropriate for students with special needs.

Assessment Procedure(s) and Criteria:

2a. Employer Survey B4, B5, B7: Employers will rate 75% of the master's degree teachers as satisfactory or better on targeted items.

2b. Comprehensive Examination, methods question: 100% of the graduate students who select the methods question will successfully pass this question.

2c. Exit Questionnaire C23, D37, E47, F55: 100% of the graduate students will indicate that they were satisfactorily prepared in selected competencies on the exit questionnaire.

Administration of Assessment Procedures:

- 2a. (1) At the CEP meeting, the name and address of the

individual's current principal/supervisor will be obtained.
(See form in the comprehensive examination packet).

(2) Each April, this information (for the previous three semesters, Summer, Fall, Spring) will be used as a mailing list for Employer Surveys.

(3) During May and June returned Employer Surveys will be filed for subsequent analysis. Follow-up mailings of surveys are not possible because there is no mechanism for identification of graduates.

2b. (1) Each semester qualified individuals will be administered comprehensive examinations following university, college and departmental guidelines.

(2) Two faculty members will read each question and determine whether a response is satisfactory. A third faculty member will be used as a tie breaker when necessary.

(3) Students failing one question will be administered an oral examination.

(4) Students failing two or more questions will fail the comprehensive examination and will be provided with a plan for further study. See comprehensive examination manual for specifics.

2c. Three weeks prior to the date of the comprehensive exam preparation meeting, the exit questionnaire with an explanatory letter will be mailed to each candidate. They will be requested to complete the questionnaire and to return this form anonymously by the date of the meeting.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

2a. Central office - file

2b. Central office - file

2c. Central office - file

Expected Outcome 3:

The students will demonstrate knowledge and application of best practices regarding development, implementation, and evaluation of classroom management techniques for students with special needs.

Assessment Procedure(s) and Criteria:

3a. Employer Survey B1, B2, B3, B6: Employers will rate 75% of the master's degree teachers as satisfactory or better on

targeted items.

3b. Comprehensive Examination, management question: 100% of the graduate students who select the management question will successfully pass this question.

3c. Exit Questionnaire G64, H72, I81: 100% of the graduate students will indicate that they were satisfactorily prepared in selected competencies on the exit questionnaire.

Administration of Assessment Procedures:

3a. (1) At the CEP meeting, the name and address of the individual's current principal/supervisor will be obtained. (See form in the comprehensive examination packet).

(2) Each April, this information (for the previous three semesters, Summer, Fall, Spring) will be used as a mailing list for Employer Surveys.

(3) During May and June returned Employer Surveys will be filed for subsequent analysis. Follow-up mailings of surveys are not possible because there is no mechanism for identification of graduates.

3b. (1) Each semester qualified individuals will be administered comprehensive examinations following university, college and departmental guidelines.

(2) Two faculty members will read each question and determine whether a response is satisfactory. A third faculty member will be used as a tie breaker when necessary.

(3) Students failing one question will be administered an oral examination.

(4) Students failing two or more questions will fail the comprehensive examination and will be provided with a plan for further study. See comprehensive examination manual for specifics.

3c. Three weeks prior to the date of the comprehensive exam preparation meeting, the exit questionnaire with an explanatory letter will be mailed to each candidate. They will be requested to complete the questionnaire and to return this form anonymously by the date of the meeting.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 3a. Central office - file
- 3b. Central office - file
- 3c. Central office - file

GOAL III

The goal of the special education graduate program is to develop a sensitivity to the unique needs of individuals with exceptionalities and their families.

Expected Outcome 1:

Students will demonstrate an understanding of and sensitivity toward persons and families with unique needs.

Assessment Procedure(s) and Criteria:

- 1a. Exit Questionnaire J86, K89, L97: 100% of the graduate students will indicate that they were satisfactorily prepared in selected competencies on the exit questionnaire.
- 1b. Special Education course syllabi: 100% of courses required of the master's degree students will include a component on disability awareness and current best practices.

Administration of Assessment Procedures:

- 1a. Three weeks prior to the date of the comprehensive exam preparation meeting, the exit questionnaire with an explanatory letter will be mailed to each candidate. They will be requested to complete the questionnaire and to return this form anonymously by the date of the meeting.
- 1b. Annually course syllabi will be examined to determine if students are receiving instruction and experiences to facilitate disability awareness and knowledge of current best practices in the field.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 1a. Central office - file
- 1b. Central office - file

GOAL IV

The goal of the special education graduate program is to foster and maintain a positive environment for student's professional development.

Expected Outcome 1:

Students will participate in professional organizations and activities.

Assessment Procedure(s) and Criteria:

- 1a. Structured Interview: 100% of students will report that they participated in at least 2 professional organizations or activities during their degree program.

Administration of Assessment Procedures:

- 1a. The structured interview will be administered individually or in small groups by assigned faculty members at the comprehensive exam preparation meeting.

Use of Results:

Special education subcommittee will meet in the Fall of the next academic year to discuss the assessment results and to consider changes in the graduate program.

Documentation can be found:

- 1a. Central office - file
- 1b. Central office - file