Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

EdS – Gifted & Talented Education emphasis

curriculum revision
- In order to overcome occasional limits with enrollments, specialist programs among Gifted, Early Intervention, and Collaboration were integrated to guaranty course rotations. In so doing, differences in philosophy and practice have created a healthy tension and sparked new thought and approaches for leadership.
- An interface with doctoral studies was also established with the specialist program. Scaffolding these programs has served to strengthen the attraction of students into both degrees.

new courses
- Increase in research methodology required to include qualitative and quantitative credits.

faculty development
- For the past two years, Dr. Newman has engaged the National Center for Faculty Development & Diversity to bolster teaching, research, grantwriting, and service outcomes.
- Dr. Besnoy has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

EdS - Early Childhood Special Education emphasis

curriculum revision
- In order to overcome occasional limits with enrollments, specialist programs among Gifted, Early Intervention, and Collaboration were integrated to guaranty course rotations. In so doing, differences in philosophy and practice have created a healthy tension and sparked new thought and approaches for leadership.
- An interface with doctoral studies was also established with the specialist program. Scaffolding these programs has served to strengthen the attraction of students into both degrees.

new courses
- SPE 621 – Issues in Early Intervention, was developed to parallel the requirement in Gifted Education that pre-existed, SPE 681 – Issues in Gifted Education.
- SPE 622 – Advanced Curriculum in Early Intervention, was developed to parallel the requirement in Gifted Education that pre-existed, SPE 682 – Advanced Curriculum in Gifted Education.

faculty development
- Dr. McDaniel has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

EdS – Collaborative Teacher Preparation emphasis

curriculum revision
- In order to overcome occasional limits with enrollments, specialist programs among Gifted, Early Intervention, and Collaboration were integrated to guaranty course rotations. In so doing, differences in philosophy and practice have created a healthy tension and sparked new thought and approaches for leadership.
- An interface with doctoral studies was also established with the specialist program. Scaffolding these programs has served to strengthen the attraction of students into both degrees.

new courses
- SPE 623 – Issues in Collaborative Teaching, was developed to parallel the requirement in Gifted Education that pre-existed, SPE 681 – Issues in Gifted Education.
- SPE 624 – Advanced Curriculum in Collaborative Education, was developed to parallel the requirement in Gifted Education that pre-existed, SPE 682 – Advanced Curriculum in Gifted Education.
Mission / Purpose

It is the mission of the Special Education and Multiple Abilities Program department to facilitate ideas and professional knowledge necessary to maximize learning opportunities for prospective practitioners and ultimately for children experiencing cognitive, social, behavioral, physical and/or multiple disabilities as well as children that develop typically. The focus of the department mission is improving the intellectual and social condition of children, especially those with disabilities that are birth - 21 years of age. The purpose of the department is to improve the quality of life for all students by preparing [teachers] perspective educators to deliver quality services to children in the State and beyond. This purpose is also demonstrated in research and service to the community and professional organizations.

Goals

G 1: Leadership
Producing effective practitioners and leaders in the field of special education that will serve students and facilitate the development of other educators in public and private schools settings.

G 2: Collaboration
Facilitate the development of insightful, outcomes oriented practitioners that possess the skills needs to work collaboratively with others while advocating for students and families of students with exceptionalities.

G 4: Enhance Stakeholder Perception
Disseminating accomplishments and relevant information to internal and external stakeholders to improve the perception of the program and department.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Articulate a philosophy statement defining the leadership status of special educator Specialist within Tiered models of public education

Connected Document Special ed EDS Curriculum Map

Related Measures

M 1: Establishes special educator as a leader in an effective Tiered school model
Establishes special educator as a leader in an effective tiered school model

Source of Evidence: Academic indirect indicator of learning - other

Target:
The Ed.S. program was changed significantly in between 2010 and 2011. The changes were accepted by the state department in fall of 2011. The course rotation has been finalized and course content is at the mid-point in development. Targets and a monitoring system are scheduled to be identified during the 2012-13 school year. The structure of the targets and monitoring will be similar to the information below.

The information below details the targets and monitoring system that has been planned and implemented for the Ed.D. and Ph.D. programs. This statement is included here as the 3 programs [Ed.S., Ed.D., and Ph.D.] are linked in Weave Online.

Revised Annual Review Requirements .doc

M 2: Leadership Statement
Articulate a statement of role and purpose in a Positive Behavior Support structure within a school site of employment or placement.

Source of Evidence: Academic indirect indicator of learning - other

Target:
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

SLO 2: Articulate the role of Instructional Intervention specialist
Articulate the role of Instructional Intervention specialist within school site of employment or placement

Connected Document Special ed EDS Curriculum Map

Related Measures

M 3: Provide resource to all teachers within a school site of employment or placement
Provide resource to all teachers within a school site of employment or placement

Source of Evidence: Academic indirect indicator of learning - other

Target:
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

SLO 3: Lead all curriculum based Assessment Planning
Lead all curriculum based Assessment Planning appropriate to a school site of employment or placement

Connected Document
### Special ed EDS Curriculum Map

#### Related Measures

**M 4:** Guide teacher teams to compose the Assessment Plan component of the IEP  
Guide teacher teams to compose the Assessment Plan component of the IEP  

**Source of Evidence:** Academic indirect indicator of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

**M 5:** lead overall program assessments  
lead overall program assessments of instructional units at school site of employment or placement  

**Source of Evidence:** Academic indirect indicator of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

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**SLO 4:** Write an Instructional Plan  
Write an Instructional Plan appropriate to a case study student within school site of employment or placement  

**Connected Document**  
Special ed EDS Curriculum Map

#### Related Measures

**M 6:** Review and improve instructional intervention systems  
Review and improve instructional intervention systems to include measures of progress to report to parents at specified time frames during the year  

**Source of Evidence:** Academic direct measure of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

**M 7:** Review and improve instructional intervention systems  
Review and improve instructional intervention systems  

**Source of Evidence:** Academic indirect indicator of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

**M 8:** Lead teacher cohorts in the composition  
Lead teacher cohorts in the composition and delivery of instruction to all learners based upon the Alabama Course of Study standards at school site of employment or placement  

**Source of Evidence:** Academic direct measure of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

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**SLO 5:** Articulate a Reflection of impact leading to Professional Improvement Plans  
Articulate a Reflection of impact leading to Professional Improvement Plans for co-teaching teams within school site of employment or placement.

**Connected Document**  
Special ed EDS Curriculum Map

#### Related Measures

**M 9:** Lead faculty-assessment of instructional effectiveness leading to improvement plans.  
Lead faculty-assessment of instructional effectiveness leading to improvement plans.  

**Source of Evidence:** Academic direct measure of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

**M 10:** Guide co-teaching teams to compose  
Guide co-teaching teams to compose and project professional growth based upon experiences in school site of employment or placement.  

**Source of Evidence:** Academic indirect indicator of learning - other  

**Target:**  
The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6:** Recognized Quality  
The program will improve and sustain a high level of recognized quality.
**Relevant Associations:**
This outcome is directly associated with the University’s strategic plan. Dissemination of information that highlights student and faculty accomplishments will increase awareness of the high quality productivity taking place in the department. Thus, the perception of the department’s quality and effectiveness will improve among the stakeholders.

**Related Measures**

M 11: Disseminate Student Accomplishments
Students’ accomplishments will be systematically disseminated to stakeholders.
Source of Evidence: Academic indirect indicator of learning - other

M 12: Disseminate Faculty and Staff Accomplishments
Faculty and staff accomplishments will be systematically disseminated to stakeholders.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 7: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

M 13: Program Graduates and Other Key Constituents
Program graduates and other key constituents will participate in an annual survey that will poll perceived program value.
Source of Evidence: Academic indirect indicator of learning - other

M 14: Program Graduate Participation
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 8: Enrollment/Growth**
The goal is to increase and sustain undergraduate enrollment.

**Related Measures**

M 15: Annual Program Enrollments
Annual program enrollments will equal 10 students
Source of Evidence: Academic indirect indicator of learning - other

M 16: Annual Degree Completion
Annual degree completion will equal 10 students
Source of Evidence: Academic indirect indicator of learning - other

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Recruitment, Retention, and Matriculation**
Emphasis will be placed on recruiting and retaining students to the Ed.S. program. A formal cohort system will be implemented in order to support students matriculation through the Ed.S. program.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Implementation Description: Recruit at on campus and off campus events
Responsible Person/Group: Department faculty, graduate assistants, and COE public relations director
Goals

G 1: Leadership
Producing effective practitioners and leaders in the field of special education that will serve students and facilitate the development of other educators in public and private schools settings.

G 2: Collaboration
Facilitate the development of insightful, outcomes oriented practitioners that possess the skills needs to work collaboratively with others while advocating for students and families of students with exceptionalities.

G 3: Enrollment/Growth
Attracting and enrolling high achieving students with the potential to positively effect the field of education.

G 4: Enhance Stakeholder Perception
Disseminating accomplishments and relevant information to internal and external stakeholders to improve the perception of the program and department.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Articulate a philosophy statement defining the leadership
Articulate a philosophy statement defining the leadership status of special educator Specialist within Tiered models of public education

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Special ed EDS Curriculum Map

Related Measures

M 1: Establishes special educator as a leader in an effective Tiered school model
Establishes special educator as a leader in an effective Tiered school model
Source of Evidence: Academic indirect indicator of learning - other

Target:
The Ed.S. program was changed significantly in between 2010 and 2011. The changes were accepted by the state department in fall of 2011. The course rotation has been finalized and course content is at the mid-point in development. Targets and a monitoring system are scheduled to be identified during the 2012-13 school year. The structure of the targets and monitoring will be similar to the information below.

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Target:
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SLO 2: Articulate the role of Instructional Intervention specialist
Articulate the role of Instructional Intervention specialist within school site of employment or placement

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Target:
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SLO 3: Lead all curriculum based Assessment Planning
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M 4: Guide teacher teams to compose the Assessment Plan component of the IEP
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Target:
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M 5: lead overall program assessments
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SLO 4: Write an Instructional Plan
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Related Measures

M 6: Review and improve instructional intervention systems
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M 8: Lead teacher cohorts in the composition
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Target:
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Related Measures

M 9: Lead faculty-assessment of instructional effectiveness leading to improvement plans.
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The students in the advanced graduate programs [2011-12] have not reached this stage of their academic preparation program. The students are progressing toward meeting this goal.
Low enrollment in the specialist program required the department faculty to conduct an internal review to redesign the sequencing of courses and delivery format. Goals are to realize applications from a larger geographical area and admissions of higher ability students. An alignment with the doctoral program for transparent access to the doctoral degree is thought to be one method of improving the quantity and quality of enrollments in the specialist study. Better use of summer enrollment to compliment the availability of teachers outside their academic year assignments is also a target strategy to achieve our goals.
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