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.

PhD - Gifted & Talented Education emphasis;
Early Childhood Special Education emphasis;
Collaborative Teacher Preparation emphasis

- Curriculum revision
  - An interface with specialist studies was established with the doctoral program. Scaffolding these programs has served to strengthen the attraction of students into both degrees.
- New courses – N/A
- Faculty development – N/A

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
Produce effective researchers, teachers, and contributors to the field of special education that will make significant impacts in their individual areas of interest.

G 2: Collaboration
Support the development of insightful, outcomes oriented practitioners that possess the skills needed to facilitate others’ development of collaboration skills while advocating for students and families of students with exceptionalities.

G 3: Information Dissemination
The goal is to develop and maintain relationships with a variety of stakeholders and to effectively disseminate information to them.

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

SLO 1: Articulate evidenced based practices
Articulate a cohesive synthesis of evidence based practices that support learners with special needs in tiered models of public education.

Connected Document
Curriculum Map 6 Doctoral Program special ed

Related Measures

M 1: Validate empirical based practices to improve classroom
Validate empirical based practices to improve classroom and behavior management practices delivered in an effective Tiered school model.

Source of Evidence: Academic direct measure of learning - other

Target:
Original prototypes of intervention strategies were developed by six students in the spring of 2012. This assessment was not completed during the 2012-2013 year as the courses are offered every other year in the rotation and was not scheduled this academic year.

M 2: Publish school-wide, class-wide, and individual management practices
Publish school-wide, class-wide, and individual management practices for implementation within public schools

Source of Evidence: Academic direct measure of learning - other
Target:
A total of six students completed SPE 606, which required that they analyze and discuss research related to
school-wide, class-wide, and individual management practices in the summer of 2012.

SLO 2: Deliver Professional Development modules
Deliver Professional Development modules leading to diversified instructional practices for implementation within public
schools

Connected Document
Curriculum Map 6 Doctoral Program special ed

Related Measures

M 3: Conduct a needs assessment of school-wide professional improvement in public schools.
Conduct a needs assessment of school-wide professional improvement in public schools.
Source of Evidence: Academic direct measure of learning - other

Target:
A total of eight students completed a needs assessment for a local education agency that was designed to identify
the teachers' professional development needs. The students then created and delivered webinars that address a
specific need identified in the needs assessment.

M 4: Present school-wide professional development sessions to public schools.
Present school-wide professional development sessions to public schools.
Source of Evidence: Academic direct measure of learning - other

Target:
A total of four professional development sessions were developed for local education agency dissemination and
select modules were co-presented.

SLO 3: Write portions of externally funded proposals
Write portions of externally funded proposals to improve teacher preparation and/or instruction.

Connected Document
Curriculum Map 6 Doctoral Program special ed

Related Measures

M 5: Compose the Evaluation Plan and Budget of a proposal for external funding
Compose the Evaluation Plan and Budget of a proposal for external funding
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 6: Compose the Quality of Key Personnel and Roles of Key Personnel
Compose the Quality of Key Personnel and Roles of Key Personnel component of a proposal for external funding.
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.

SLO 4: Outline and develop an online course delivery
Outline and develop an online course delivery

Connected Document
Curriculum Map 6 Doctoral Program special ed

Related Measures

M 7: Research evidenced-based practices of value to teacher candidates
Research evidenced-based practices of value to teacher candidates and outline a module implementing the findings
for online composition and delivery.
Source of Evidence: Academic direct measure of learning - other

Target:
A total of six students researched specific evidenced-based practices of value to teacher candidates and used
this information to inform the design of their original intervention strategies. This assessment is in progress.

M 8: Teach an online course or modules within a course
Teach an online course or modules within a course
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.

SLO 5: Participate in local, state, or federal professional organizations
Participate in local, state, national, and international professional organizations as a consultant or student representative
to a professional division or task force.

Connected Document
Curriculum Map 6 Doctoral Program special ed

Related Measures
M 9: Maintain membership in a professional society
Maintain membership in a professional society appropriate to the area of study within special education
Source of Evidence: Academic direct measure of learning - other

Target:
Student participation in professional organizations is evident in attendance at annual conferences, committee positions, and presentations. In addition, six students presented/co-presented at conferences during the 2012-13 academic year.

M 10: realize a task force assignment
realize a task force assignment or run for a student office in a professional organization.
Source of Evidence: Academic direct measure of learning - other

Target:
Three students held positions at state and national levels of professional organizations.

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.

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 program 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 5 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 Ph.D. program. A formal cohort system will be implemented in order to support students matriculation through the Ph.D. 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 researchers, teachers, and contributors to the field of special education that will make significant contributions to their individual areas of interest.

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.

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

SLO 1: Articulate evidenced based practices
Articulate evidenced based practices supporting special needs learners within Tiered models of public education

Connected Document
Curriculum Map 6 Doctoral Program special ed

Related Measures

M 1: Validate empirical based practices to improve classroom
Validate empirical based practices to improve classroom and behavior management practices delivered in an effective Tiered school model.
Source of Evidence: Academic direct measure of learning - other
Target:
Original prototypes of intervention strategies were developed by six students.

M 2: Publish school-wide, class-wide, and individual management practices
Publish school-wide, class-wide, and individual management practices for implementation within public schools
Source of Evidence: Academic direct measure of learning - other
Target:
A total of six students completed SPE 606, which required that they analyze and discuss research related to school-wide, class-wide, and individual management practices.

SLO 2: Deliver Professional Development modules
Deliver Professional Development modules leading to diversified instructional practices for implementation within public schools

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Curriculum Map 6 Doctoral Program special ed

Related Measures

M 3: Conduct a needs assessment of school-wide professional improvement in public schools.
Conduct a needs assessment of school-wide professional improvement in public schools.
Source of Evidence: Academic direct measure of learning - other
Target:
A total of eight students completed a needs assessment for a local education agency that was designed to identify the teachers' professional development needs.

M 4: Present school-wide professional development sessions to public schools..
Present school-wide professional development sessions to public schools..
Source of Evidence: Academic direct measure of learning - other
Target:
A total of four professional development sessions were developed for local education agency dissemination and select modules were presented.

SLO 3: Write portions of externally funded proposals
Write portions of externally funded proposals to improve teacher preparation and/or instruction.

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Curriculum Map 6 Doctoral Program special ed

Related Measures

M 5: Compose the Evaluation Plan and Budget of a proposal for external funding
Compose the Evaluation Plan and Budget of a proposal for external funding
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 6: Compose the Quality of Key Personnel and Roles of Key Personnel
Compose the Quality of Key Personnel and Roles of Key Personnel component of a proposal for external funding.
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.

SLO 4: Outline and develop an online course delivery
Outline and develop an online course delivery

Connected Document Curriculum Map 6 Doctoral Program special ed

Related Measures

M 7: Research evidenced-based practices of value to teacher candidates
Research evidenced-based practices of value to teacher candidates and outline a module implementing the findings for online composition and delivery.
Source of Evidence: Academic direct measure of learning - other

Target:
A total of six students researched specific evidenced-based practices of value to teacher candidates and used this information to inform the design of their original intervention strategies.

M 8: Teach an online course or modules within a course
Teach an online course or modules within a course
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.

SLO 5: Participate in local, state, or federal professional organizations
Participate in local, state, or federal professional organizations as a consultant or student representative to a professional division or task force.

Connected Document Curriculum Map 6 Doctoral Program special ed

Related Measures

M 9: Maintain membership in a professional society
Maintain membership in a professional society appropriate to the area of study within special education
Source of Evidence: Academic direct measure of learning - other

Target:
Student participation in professional organizations is evident in attendance at annual conferences, committee positions, and presentations. In addition, four student presented/co-presented at conferences during the 2011-12 academic year.

M 10: realize a task force assignment
realize a task force assignment or run for a student office in a professional organization.
Source of Evidence: Academic direct measure of learning - other

Target:
Three students held positions at state and national levels of professional organizations.
Goals

G 1: Leadership
Producing effective researchers, teachers, and contributors to the field of special education that will make significant contributions to their individual areas of interest.

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Attracting and enrolling high achieving students with the potential to positively effect the field of education.

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

SLO 1: Articulate evidenced based practices
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**M 6: Compose the Quality of Key Personnel and Roles of Key Personnel**
Compose the Quality of Key Personnel and Roles of Key Personnel component of a proposal for external funding.

*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.

**SLO 4: Outline and develop an online course delivery**
Outline and develop an online course delivery

*Connected Document*
Curriculum Map 6 Doctoral Program special ed

*Related Measures*

**M 7: Research evidenced-based practices of value to teacher candidates**
Research evidenced-based practices of value to teacher candidates and outline a module implementing the findings for online composition and delivery.

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

*Target:*
- A total of six students researched specific evidenced-based practices of value to teacher candidates and used this information to inform the design of their original intervention strategies.

**M 8: Teach an online course or modules within a course**
Teach an online course or modules within a course

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

*Target:*
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**SLO 5: Participate in local, state, or federal professional organizations**
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*Connected Document*
Curriculum Map 6 Doctoral Program special ed

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

*Target:*
- Three students held positions at state and national levels of professional organizations.
### Curriculum Map 6 Doctoral Program (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>SPE 600</th>
<th>Comprehension</th>
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<td>Course 2</td>
<td>SPE 601</td>
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<td>Course 7</td>
<td>SPE 699</td>
<td>Evaluation</td>
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#### Optional Additional Narrative (Use this space to provide any additional detail concerning the 2010-11 Department Assessment Plan)

Enrollment in the doctoral program has compelled 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. Better use of summer enrollment to compliment the availability of teachers outside their academic year assignments is a target strategy to achieve our goals.

### Curriculum Map II 6(Assessment Measures)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>SPE 600</th>
<th>3 instructional modules</th>
<th>Conference presentation - Peer review</th>
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<tbody>
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<td>Course 2</td>
<td>SPE 601</td>
<td>Design syllabus</td>
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<td>Course 3</td>
<td>SPE 602</td>
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<td>Dissertation Prospectus</td>
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<tr>
<td>Course 4</td>
<td>SPE 606</td>
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<td>Course 5</td>
<td>SPE 609</td>
<td>Teach course as instructor of record</td>
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<td>Course 6</td>
<td>SPE 612</td>
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<td>Submit manuscript</td>
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<tr>
<td>Course 7</td>
<td>SPE 699</td>
<td>Dissertation</td>
<td>Committee evaluation</td>
</tr>
</tbody>
</table>

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*Curriculum Map 6 Doctoral Program (Student Learning Outcomes)*