

January 31, 2007

MAJOR FIELD ASSESSMENT PLAN
Master of Education (M.Ed.) Special Education

NOTE: The redesign of the Master of Education in Special Education has been completed and is under review by the State Department.

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The Special Education Program, in the Department of Teaching and Learning, offers curricula leading to a Master's Degree with concentrations in a variety of special education options. Through a prescribed program of coursework and practical experiences, graduates will be prepared to demonstrate the knowledge, skills, and dispositions needed to have a positive impact on student achievement, families of students with disabilities, and members of the community.

GOAL 1:

To develop and maintain a quality education program in which graduate students develop and apply their understanding of the special education field.

Expected Outcome 1: Graduate students will maintain "good standing" status in the Master's degree program in special education.

Assessment Procedure(s) and Criteria:

- 1a 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.

Expected Outcome 2: Graduate students will be well prepared for positions in the field of special education.

Assessment Procedure(s) and Criteria:

- 2a Exit Questionnaire: 80% of the graduate students will rate their preparation as satisfactory or better.

Expected Outcome 3: Graduate students will have an understanding of major concepts, theoretical frameworks, research methods, and communication skills in the discipline.

Assessment Procedure(s) and Criteria:

- 3a Comprehensive examination: 80% of the graduate students will satisfactorily complete the comprehensive exam in their concentration area.
- 3b Exit Questionnaire: 80% of the graduate students will indicate that they were satisfactorily prepared in specific competencies on the exit questionnaire.

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Expected Outcome 4: Graduate students will demonstrate knowledge and application of best practices regarding the development and implementation of curricula/methods and the assessment of students with disabilities.

Assessment Procedure(s) and Criteria:

- 4a Comprehensive Examination: 80% of the graduate students will satisfactorily complete the comprehensive exam in their concentration area.
- 4b Exit Questionnaire: 80% of the graduate students will indicate that they were satisfactorily prepared in selected competencies on the exit questionnaire.
- 4c Exit Survey: Two SPED questions re: students' understanding of, and preparation for, implementing curricula and instructional strategies for teaching students with disabilities. 80% of the graduate students will rate their program as satisfactory (3) or better.
- 4d Exit Survey: Two SPED questions re: students' understanding of assessment principles and practices and preparation for utilizing assessment information to plan programs. 80% of the graduate students will rate their program as satisfactory (3) or better.

Expected Outcome 5: Graduate students will demonstrate knowledge and application of best practices regarding development, implementation, and evaluation of classroom management techniques for students with disabilities.

Assessment Procedure(s) and Criteria:

- 5a Comprehensive Examination: 80% of the graduate students will satisfactorily complete the comprehensive exam in their concentration area.
- 5b Exit Questionnaire: 80% of the graduate students will indicate that they were satisfactorily prepared in selected competencies on the exit questionnaire.
- 5c Exit Survey: Two SPED questions re: students' understanding of, and preparation for, implementing organizational and management techniques for students with disabilities. 80% of the graduate students will rate their program as satisfactory (3) or better.

GOAL II

To foster an understanding of the unique needs of individuals with disabilities and their families.

Expected Outcome 1: Students will demonstrate an understanding of, and sensitivity toward, persons and families with disabilities.

Assessment Procedure(s) and Criteria:

- 1a Exit Questionnaire: 80% of the graduate students will indicate that they were satisfactorily prepared in selected competencies on the exit questionnaire.

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- 1b Exit Survey: Two SPED questions re: students' understanding of family issues and approaches for working with school personnel and community resources to benefit students with disabilities. 80% of the graduate students will rate their program as satisfactory (3) or better.
- 1c 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.

GOAL III

To foster and maintain a positive environment for student's professional development.

Expected Outcome 1: Graduate students will participate in professional organizations and activities.

Assessment Procedure(s) and Criteria:

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

Note:

Students in the master's degree program in special education are exposed to various cultural perspectives through completion of required courses in special education and general education. All course objectives and learner outcomes delineated on special education course syllabi have been revised to reflect the knowledge and skill standards out forth by the Council for Exceptional Children (CEC). These standards are inclusive in nature, including the "... knowledge and skills considered essential to effectively serve all exceptional learners, including those from culturally and linguistically diverse backgrounds" (The Council for Exceptional Children, 2000, p. 20). For example, students develop an awareness of the multicultural implications of teaching in public schools (EDF 6.07, 616), working with families who have individuals with exceptionalities (SPED 581), and assessing students with disabilities (SPED 608/688).