

COLLEGE OF EDUCATION – Special Education

University Student Learning Outcomes (Graduate)	Program Student Learning Outcomes	Program Curriculum	Assessment	When Assessments Are conducted	Use of Assessment Results for Continuous Improvement
Demonstrate excellence in critical thinking, problem-solving, analysis and strategic planning.	Candidates have foundational knowledge of characteristics of diverse disability groups and instructional methods including classroom management.	EEX 6025 Foundations of Special Education EEX 6248 Instructional Approaches for Exceptional Populations EEX 6612 Management and Motivation of Exceptional and At-Risk Students EEX 6939 Advanced Seminar: Paradigms, Practices and Policies in Special Education	A survey to assess critical thinking was given to all graduating students Development of Classroom Management Plan Scholarly Writing and Presentations	At end of program: Dec. & May End of Semester During the semester	Adjust content coverage to reflect State DOE Subject Area Test Results from survey of graduating students is used to review course content & type of assignments given during period of study Share gaps with other Special Education faculty
Demonstrate effective use of a variety of communication skills and modalities.	Candidates use a wide range of instructional practices, approaches, methods, and	EEX 6248 Instructional Approaches for Exceptional Populations			

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	curricular materials.	EEX 6732 Consultation and Collaboration in Special Education	2 Collaborative Projects: Workshop Presentation and In-Depth Case Study	During the semester	
Exhibit professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies.	Candidates use a variety of assessment tools and practices to plan and evaluate effective instruction.	EEX 6245 Transitional Programming for Adolescent & You Adult Exceptional Students EEX 6222 Advanced Psychoeducational Assessment of Exceptional Students	Transition Notebook Case study	End of Semester During the semester	Adjust content coverage to reflect State DOE Subject area test
Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.	Candidates are highly effective teachers who collaborate well with others.	EEX 6732 Consultation and Collaboration in Special Education EEX 6939 Advanced Seminar: Paradigms, Practices, and Policies in Special Education	Workshops Reflection papers and capstone project	During the semester During the semester	Modify courses as needed

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Demonstrate capacity for continued learning, growth, and scholarly activity in their respective disciplines and fields of study.	Candidates appreciate and value the career-long commitment to professional development.	EEX 6939 Advanced Seminar: Paradigms, Practices and Policies in Special Education EEX 6943 Practicum in Exceptional Student Education	Capstone Project Reflective Paper Capstone Project	End of Program During Semester End of Program	Modify courses as needed. Revise capstone project.

Program Description:

See page 11 in the 2004-2005 University Catalog for a complete description of the Graduate Student Learning Outcomes.

Note: A second matrix should be developed to address the Academic Learning Compacts, i.e., critical thinking, communication, and content knowledge.