

Special Education Master's Degree Program MS Ed.

Expanded Statement of Institutional Purpose

Institutional Mission Reference

The Special Education MS program offers graduate students a high quality degree program in special education that meets national and state standards of excellence. Program faculty are committed to quality teaching and the discovery of new knowledge. The Special Education MS program supports the University's mission of providing advanced professional education for the Hampton Roads area and the Commonwealth. This mission prepares teachers to successfully meet the challenges of becoming reflective educators who model the principles of lifelong learning and demonstrate the ability to meet the educational, social, and emotional needs of a diverse learning population. The Special Education program implements this mission through traditional on-campus and Teletechnet enrollment.

Institutional Goal(s) Supported

The Special Education MS program supports the University goals of a) quality graduate academic programs, b) quality teaching, c) discovery of new knowledge, d) community service, e) lifelong learning and f) distance education.

Intended Educational (Student) Outcomes, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results

Intended Outcome 1

Students completing the graduate program in Special Education will demonstrate a knowledge of the nature and needs of students with varying disabilities and assessment, evaluation, and instructional techniques necessary for effective learning opportunities.

Method for Assessing Outcome 1 and Criterion for Success: At least 90% of the students completing the graduate program in Special Education will pass the written Comprehensive Examination. (Comparisons will be made among traditional on-campus students and Teletechnet students.)

Summary of Assessment Data Collected for Outcome 1: 92% of traditional on-campus students passed the written comprehensive examination for Summer 2000, Fall 2000 and Spring 2001. 90% of Teletechnet students passed the exam during the same time period.

Alternate Method for Assessing Outcome 1 and Criterion for Success: At least 90% of the students completing the graduate program in Special Education will maintain a grade point average of 3.5 or higher throughout the program. (Comparisons will be made among traditional on-campus students, Teletechnet students and Commonwealth Special Education Endorsement Program (CSEEP) grant participants.)

Summary of Assessment Data Collected, Alternate Method for Outcome 1: 91% of the on-campus students completed the graduate program with a grade point average of 3.5 or higher. 90% of the Teletechnet students completed the graduate program with a 3.5 or higher. 87% of the CSEEP grant participants completed the licensure-only requirements with a GPA of 3.5 or higher.

Intended Outcome 2

Students completing the graduate program in Special Education will have knowledge of current legal aspects, trends, issues and research relevant to special education.

Method for Assessing Outcome 2 and Criterion for Success: At least 90% of the students completing the graduate program in Special Education will pass the written Comprehensive Examination. (Comparisons will be made among traditional on-campus students and Teletechnet students.)

Summary of Assessment Data Collected for Outcome 2: 92% of traditional on-campus students passed the written comprehensive examination for Summer 2000, Fall 2000 and Spring 2001. 90% of Teletechnet students passed the exam during the same time period.

Alternate Method for Assessing Outcome 2 and Criterion for Success: At least 90% of the students completing the graduate program in Special Education will maintain a grade point average of 3.5 or higher throughout the program. (Comparisons will be made among traditional on-campus students, Teletechnet students and Commonwealth Special Education Endorsement Program (CSEEP) grant participants.)

Summary of Assessment Data Collected, Alternate Method for Outcome 2: 91% of the on-campus students completed the graduate program with a grade point average of 3.5 or higher. 90% of the Teletechnet students completed the graduate program with a GPA of 3.5 or higher. 87% of the CSEEP grant participants completed the licensure-only requirements with a GPA of 3.5 or higher.

Intended Outcome 3

Students completing the graduate program in Special Education will be capable of designing, implementing, facilitating, and evaluating differentiated learning experiences for students with special needs.

Method for Assessing Outcome 3 and Criterion for Success: All students completing the graduate program in Special Education will maintain a portfolio which includes student-selected artifacts such as a) IEPs, b) lesson/behavior plans, c) journal entries, d) practica and student teaching evaluations, e) audio-visual representation, and other documentation or research activities. At least 90% will earn a mean score of 3.0 or higher on a 4.0 point portfolio checklist rubric. (Comparisons will be made among traditional on-campus students and Teletechnet students.)

Summary of Assessment Data Collected for Outcome 3: 100% of students completing portfolios both on campus and at Teletechnet sites have earned a score of 3.0 or higher on a 4.0 scale.

Use of Assessment Results from Intended Outcome 3 to Improve Academic Program: The use of portfolios to assess student capabilities in the areas of design, implementation, facilitation and evaluation of differentiated learning experiences for students with special needs is being expanded in this department. Future data will reflect a greater number of portfolio submissions.

Intended Outcome 4

Students in the graduate program in Special Education will successfully complete required educational and field-based experiences in elementary and secondary classroom settings.

Method for Assessing Outcome 4 and Criterion for Success: All students completing the graduate program in Special Education will maintain a portfolio which includes student-selected artifacts such as a) IEPs, b) lesson/behavior plans, c) journal entries, d) practica and student teaching evaluations, e) audio-visual representation, and other documentation or research activities. At least 90% will earn a mean score of 3.0 or higher on a 4.0 point portfolio checklist rubric. (Comparisons will be made among traditional on-campus students and Teletechnet students.)

Summary of Assessment Data Collected for Outcome 4: 100% of students completing portfolios both on campus and at Teletechnet sites have earned a score of 3.0 or higher on a 4.0 scale.

Use of Assessment Results from Intended Outcome 4 to Improve Academic Program: The use of portfolios to assess student capabilities in the areas of design, implementation, facilitation and evaluation of differentiated learning experiences for students with special needs is being expanded in this department. Future data will reflect a greater number of portfolio submissions.

Intended Outcome 5

All students completing the graduate program in Special Education will be prepared as professional educators to implement "best practices" in special education and continue as lifelong learners in advanced study.

Method for Assessing Outcome 5 and Criterion for Success: At least 90% of the graduates who respond to the ESSE Graduate Exit Survey will rate their training at ODU as 4 or higher on a scale of 1 to 5 with 5 as the most positive rating. (Comparisons will be made among traditional on-campus students and Teletechnet students.)

Summary of Assessment Data Collected for Outcome 5: 80% of on-campus students rated their training as 4 or higher on a scale of 1 to 5. 75% of Teletechnet students indicated 4 or higher. 100% of students surveyed rated their preparation as 3 or higher. (A survey rating of 3 indicates that the student was "adequately prepared". A rating of 4 indicates "well prepared" and 5 indicates "extremely well prepared.")

Alternate Method for Assessing Outcome 5 and Criterion for Success: At least 90% of graduates who respond to the Special Education Graduate Exit Survey will rate their professional preparation at least 4 on a scale of 1 to 5. (Comparisons will be made among traditional on-campus students and Teletechnet students.)

Alternate Method for Assessing Outcome 5 and Criterion for Success: A) 90% of participants completing the Commonwealth Special Education Endorsement Program (CSEEP) will rate their level of training as 4 or higher on a scale of 1 to 5 with 5 being "extremely well-prepared." (CSEEP Pre-task and Post-task Rating Form and Participant Completers Survey) B) 90% of mentors completing observations of CSEEP participants will rate the implementation of "best practice" skills as 3 or higher on a scale of 1 to 4 with 4 indicating the participant uses the skills consistently and with a high degree of confidence. (CSEEP Teacher Observation Form) C) 90% of administrators/supervisors completing an employer satisfaction survey of Special Education graduates and CSEEP completers will rate the teacher's training as 4 or higher on a scale of 1 to 5 with 5 being extremely well prepared. (Special Education Employer Survey) .(Comparisons will be made among traditional on-campus students, Teletechnet students and CSEEP participants.)

Summary of Assessment Data Collected, Alternate Method for Outcome 5: A) 83% of CSEEP participants rated their level of training as 4 or higher. B) 93% of mentors rated implementation of "best practice" skills as 3 or higher on a scale of 1 to 4. C) Employer satisfaction data has not been completed at this time.

Use of Assessment Results from Intended Outcome 5 to Improve Academic Program: The Special Education Graduate Survey requires the students to rate themselves on 16 preparation competencies. The faculty will evaluate these responses to isolate specific areas of the program where additional training is required. Data from the Special Education Employer Satisfaction Survey will be gathered during the academic year 2001 - 2002.