Sandord College of Education
2016 Outcome Assessment

Department	Program	Outcome	Outcome Description	Measure Title	Measure Type/Method	Details/Description	Acceptable Target	Ideal Target	Findings Tide	Acceptable Target Achievement	Ideal Target Achievement	Institutional Learning Outcomes : 1	Institutional Learning Outcomes : 2	Institutional Learning Outcomes : 3	Institutional Learning Outcomes : 4	Institutional Learning Outcomes : 5	Institutional Learning Outcomes : 6	Institutional Learning Outcomes : 7
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 1	Demonstrate an understanding of organizational development, and the benefits of mobilizing human and ical resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks of the principal and vice principal.	Reflection Paper (Signature Assignment	Direct - Portfolio	Key Assessment Measure of human and fiscal resources	100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for Reflection Paper (Signature Assignment	Met	Exceeded							
			Demonstrate an understanding of organizational development, and the benefits of mobilizing human and ical resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks of the principal and vice principal.	SPIRO Results (Signature Assignment)	Direct - Student Artifact		100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for SPIRO Results (Signature Assignment)	Met	Exceeded							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 2	Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	EDA 618 School Law and Policy Signature Assignment	Direct - Student Artifact	Signature Assignment: School Law Case Study	80% of students will successfully complete this signature assignment with a rubric of 23-25 points	100% of students will successfully complete this signature assignment with a rubric of 23-25 points	Findings for EDA 618 School Law and Policy Signature Assignment	Exceeded	Approaching							
			Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	Final Examination: EDA 618 School Law and Policy	Direct - Exam	Final exam (open notes and book) given to students to demonstrate their content competencies, mastery and application of education landmark cases and their applications to real life situations.	80% of students will receive an "A" or "B" grade on this exam according to the exam rubric	100% of students will receive an "A" or "B" grade on this exam according to the exam rubric										
			Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	Portfolio Demonstration of Competence, Category 10	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisors.	Same as above.	Findings for Portfolio Demonstration of Competence, Category 10	Met	Exceeded							
			Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	Reflection Paper (Signature Assignment)	Direct - Other	Key assessment measure of human and fiscal resources	100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for Reflection Paper (Signature Assignment)	Met	Exceeded							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 3	Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement, based on assessment and appropriateness of multi-cultural classroom environments.	Student Fieldwork Practicum	Direct - Student Artifact	Student administrative activities conducted at school site of their assignments that relates to social and political forces in school community relations and diversity	100% of students will score better than 2.5 rubric	80% of students will score better than 2.0 on rubric	Findings for Student Fieldwork Practicum	Not Met	Exceeded							
			Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement, based on assessment and appropriateness of multi-cultural classroom environments.	Summative Paper and Powerpoint Presentation	Direct - Other	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a panel of sitting administrators and/or higher education faculty	100% of candidates will score 3 or better on the Presentation of Symposium (Field-Based) Projects Rubric	100% of candidates will score 4 on the Presentation of Symposium (Field-Based Projects Rubric	Findings for Summative Paper and Powerpoint Presentation	Met	Approaching							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 4	Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	EDA 619 School Resource Management	Direct - Exam	Final Examination: EDA 619 School Resource Management Master's Degree course. Questions are case scenario essay or short answer essay questions.	80% of students will receive an "A" or "B" grade according to exam rubric	100% of students will receive an "A" or "B" grade according to exam rubric	Findings for EDA 619 School Resource Management	Exceeded	Approaching							
			Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	EDA 619 School Resource Management Signature Assignment	Direct - Student Artifact	Signature Assignment: Development of School Site Budget Project	80% of students will successfully complete school site budget project signature assignment with "4" level rubric criteria	100% of students will successfully complete school site budget project signature assignment with "4" level rubric criteria										
			Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	Portfolio Demonstration of Competence, Categories 3, 4 & 9	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisors.	Same as above.	Findings for Portfolio Demonstration of Competence, Categories 3, 4 & 9	Met	Exceeded							
			Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	Reflection Paper: Model Plan to Increase Parent Involvement	Direct - Portfolio	Reflection Paper: Model Plan to Increase Parent Involvement	100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for Reflection Paper: Model Plan to Increase Parent Involvement	Met	Exceeded							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 5	Examine the total operation of personnel and school management functions and staff development, which includes personnel management and administration, personnel relations, personnel laws, and collective bargaining	Demonstration Competence Through One Reflection, Two Scenarios, and Fieldwork	Direct - Other	Candidates will complete one reflection and two scenarios as a result of their fieldwork activities in EDA 633-Management for Teaching/Learning	80% of students will demonstrate understanding and competence of total operation of personnel and school management functions and staff developments.	100% of students will demonstrate understanding and competence of total operation of personnel and school management functions and staff developments.										
			Examine the total operation of personnel and school management functions and staff development, which includes personnel management and administration, personnel relations, personnel laws, and collective bargaining	Develop and Implement School Leadership Fieldwork Activities	Direct - Portfolio	Portfolio activities to be related to an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment	100% of students will pass with a rubric score of 2.0 out of 3.0.	80% of students will be pass with a rubric score of 2.5 out of 3.0.	Findings for Develop and Implement School Leadership Fieldwork Activities	Met	Exceeded							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 6	Make better decisions regarding the management of information technology within the organization and how information and educational technology can be used to improve instructional programs and drive professional development of the staff	Portfolio Activities Related to Educational Leadership	Direct - Portfolio	Candidates complete a portfolio and implantation of activities related to an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and need, and mobilizing community resources.	100% of Students will pass with 2.0 out of 3.0 rubric.	80% of Students will pass with 2.5 out of 3.0 rubric.	Findings for Portfolio Activities Related to Educational Leadership	Met	Exceeded							
			Make better decisions regarding the management of information technology within the organization and how information and educational technology can be used to improve instructional programs and drive professional development of the staff	Portfolio Demonstration of Competence, Category 6	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisors.	Same as above.										
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 7	Build consensus among stake-holders, evaluate, analyze and develop new school programs and paradigms	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program	Direct - Portfolio	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program level; Direct	100% of students will achieve a 2.0 out of a 3.0 rubric	80% of students will achieve a 2.5 out of 3.0 rubric.										
			Build consensus among stake-holders, evaluate, analyze and develop new school programs and paradigms	Portfolio Demonstration of Competence, Category 7	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisors.	Same as above.										
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 8	Demonstrate an understanding of various social and political forces that impact effective school community relations with an emphasis on diversity.	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Direct - Portfolio	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program level; Direct	100% of candidates will score 2.0 or better on a 3 point rubric	80% of candidates will score 3.0 or better on 3 point rubric	Findings for Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Met	Exceeded							
			Demonstrate an understanding of various social and political forces that impact effective school community relations with an emphasis on diversity.	Development of Portfolio of Implementation of School Leader Activities	Direct - Portfolio	Development of portfolio of school activities related to an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environmen	100% of students will achieve a rubric of 2.0 out of 3.0.	80% of students will achieve a rubric of 2.0 out of 3.0.	Findings for Development of Portfolio of Implementation of School Leader Activities	Met	Exceeded							
			Demonstrate an understanding of various social and political forces that impact effective school community relations with an emphasis on diversity.	EDA 637 Action Research Project	Direct - Other	Action Research Project, capstone research project, which includes five chapter development of research question(s) and definitions, review of research data, action research design, data analysis, and summary and conclusion	70% of students will successfully complete Action Research Project according to action research project rubric	100% of students will complete Action Research Project according to action research project rubric	Findings for EDA 637 Action Research Project									
			Demonstrate an understanding of various social and political forces that impact effective school community relations with an emphasis on diversity.	ILD 625 Research Course	Direct - Student Artifact	ILD 625 Research course prepares students to complete their capstone Action Research Project (EDA 637) with the following assignments: 1) Research Review, 2) Topic Selection, 3) Library Orientation, Quantitative and Qualitative Research Article Summary, 5) IRB Training, 6) Qualitative Methods for Collection of Data, 7) Qualitative research design, data collection and data analysis, and 8) Statistical measuring instruments	75% of students will successfull complete all of eight of the above listed assignments according to the respective rubric measures for each assignment.	100% of students will successfull complete all of eight of the above listed assignments according to the respective rubric measures for each assignment.	Findings for ILD 625 Research Course	Exceeded	Approaching							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Applied School Leadership with PAS credential	Outcome 9	Apply his or her acquired understanding and knowledge to a field experience in practical and real-world school settings, which is documented in a portfolio and supervised by a mentor in partnership with the University	Development of Portfolio of Implementation of School Leader Activities	Direct - Portfolio	Development of a Portfolio and implementation of activities related to educational leadership who promotes the success of all students by modeling a personal code of ethics and developing profesional leadership capacity	100% of students will achieve a 2.0 rubric out 3.0.	80% of students will achieve as 2.5 rubric out of 3.0.	Findings for Development of Portfolio of Implementation of School Leader Activities	Met	Exceeded							
			Apply his or her acquired understanding and knowledge to a field experience in practical and real-world school settings, which is documented in a portfolio and supervised by a mentor in partnership with the University.	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Direct - Other	All candidates to present an appropriate Project demonstrating their understanding and knowledge of practical and real world school settings, supervised by a mentor in partnership with the University	90% of the students will a a three proficience in the Presentation of Symposium (Field-Based) Projects A Rubric for Planning and Assessment	80% of the students will a a three proficience in the Presentation of Symposium (Field-Based) Projects A Rubric for Planning and Assessment	Findings for Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Exceeded	Exceeded							
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 1	Analyze sound educational philosophy, theory and practice to managing change, policy and governance, strategic planning and analysis, student services, and enrollment management in higher education.	EDA 640 Current Issues Paper	Direct - Student Artifact	Current Higher Education Issues Research Paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for EDA 640 Current Issues Paper	Exceeded	Approaching	X	X	X		X	X	X
			Analyze sound educational philosophy, theory and practice to managing change, policy and governance, strategic planning and analysis, student services, and enrollment management in higher education.	EDA 694 Thesis Paper	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X	X	X		X	X	X
			Analyze sound educational philosophy, theory and practice to managing change, policy and governance, strategic planning and analysis, student services, and enrollment management in higher education.	Program Exit Survey	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X		X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 2	Appraise change strategies, including understanding complex human phenomena such as resistance and anxiety.	EDA 694 Thesis Paper	Direct - Student Artifact	Current Higher Education Issues Research Paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for : EDA 694 Thesis Paper	Exceeded	Exceeded	X	X	X		X	X	X
			Appraise change strategies, including understanding complex human phenomena such as resistance and anxiety.	EDA 641 Culture of College/University Paper	Direct - Student Artifact	Culture of College/University research paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for EDA 641 Culture of College/University Paper	Exceeded	Approaching	X	X	X		X	X	X
			Appraise change strategies, including understanding complex human phenomena such as resistance and anxiety.	Program Exit Survey	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X		X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 3	Evaluate current higher education policy in the context of its possible impact on the future of college and universities.	EDA 642 State Policy Analysis Paper	Direct - Student Artifact	State Policy Analysis Paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for EDA 642 State Policy Analysis Paper	Exceeded	Approaching	X	X	X	X	X	X	X
			Evaluate current higher education policy in the context of its possible impact on the future of college and universities.	EDA 694 Thesis Pape	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Pape	Exceeded	Exceeded	X	X	X	X	X	X	X
			Evaluate current higher education policy in the context of its possible impact on the future of college and universities.	Program Exit Survey	Indirect - Other	Details/Description: Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 4	Examine the impact community relations have on institutions of higher learning.	EDA 643 Campus and Community Analysis Paper	Direct - Student Artifact	Campus and Community Analysis Paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for EDA 643 Campus and Community Analysis Paper	Met	Approaching	X	X	X		X	X	X
			Examine the impact community relations have on institutions of higher learning.	EDA 694 Thesis Paper	Direct - Student Artifact	Current Higher Education Issues Research Paper	Acceptable Target: 85% of students will achieve 85% or higher proficiency	Ideal Target: 100% of students will achieve 90% o higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X	X	X		X	X	X
			Examine the impact community relations have on institutions of higher learning.	Program Exit Survey	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X		X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 5	Interpret major legal issues that impact higher education today and will impact higher education in the future.	EDA 644 College/University Legal Review Paper	Direct - Student Artifact	Current Higher Education Issues Research Paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for EDA 644 College/University Legal Review Paper	Met	Approaching	X	X	X	X	X	X	X
			Interpret major legal issues that impact higher education today and will impact higher education in the future.	EDA 694 Thesis Paper	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X	X	X	X	X	X	X
			Interpret major legal issues that impact higher education today and will impact higher education in the future.	Program Exit Survey	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 6	Examine resource management in higher education settings.	EDA 645 Mock Budget	Direct - Student Artifact	Mock Zero-base Budget Assignment	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 645 Mock Budget	Exceeded	Exceeded	X	X	X	X	X	X	X
			Examine resource management in higher education settings.	EDA 694 Thesis Paper	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X	X	X	X	X	X	X
			Examine resource management in higher education settings.	Program Exit Survey	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher	Outcome 7	Analyze strategic planning and evaluation strategies and data in the context of student, programmatic assessment, and operational needs.	EDA 646 Strategic Plan Paper	Direct - Student Artifact	Strategic Plan Paper	85% of students will achieve 85% or higher proficiency	100% of students will achieve 90% or higher proficiency	Findings for EDA 646 Strategic Plan Paper	Met	Approaching	X	X	X			X	X
			Analyze strategic planning and evaluation strategies and data in the context of student, programmatic assessment, and operational needs.	EDA 694 Thesis Paper	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X	X	X			X	X

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Administration and School Counseling/Psychology	Education Administration	Outcome 7	Analyze strategic planning and evaluation strategies and data in the context of student, programmatic assessment, and operational needs.	Program Exit Survey	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X		X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 8	Examine the impact Student Services and Enrollment Management have on institutions of higher learning.	EDA 648 College/University Organizational Design Paper	Direct - Student Artifact	College/University Organizational Design Paper	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 648 College/University Organizational Design Paper	Met	Approaching	X				X		
			Examine the impact Student Services and Enrollment Management have on institutions of higher learning.	EDA 694 Thesis Paper	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X				X		
			Examine the impact Student Services and Enrollment Management have on institutions of higher learning.	Program Exit Exam	Indirect - Other	Exit Survey at completion of the Program with Likert Scale responses.	85% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	95% or better of respondents agree or strongly agree that Higher Education Administration degree program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	Findings for Program Exit Exam	Exceeded	Exceeded	X				X		
Department of Educational Administration and School Counseling/Psychology	Master of Science in Higher Education Administration	Outcome 9	Critically analyze a topic related to educational administration through the lens of a researcher.	EDA 694 Thesis Paper	Direct - Student Artifact	Thesis created at end of program of study	85% of student at 85% or higher proficiency	100% of students at 90% or higher proficiency	Findings for EDA 694 Thesis Paper	Exceeded	Exceeded	X	X		X		X	
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 1 Data-Based Decision Making and Accountability	Demonstrates knowledge of varied methods of assessment and data collection methods for identifyin strengths and needs, developing effective services and programs, and measuring progress and outcomes; demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the "data based decision making" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching		X				X	
			Demonstrates knowledge of varied methods of assessment and data collection methods for identifyin strengths and needs, developing effective services and programs, and measuring progress and outcomes; demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Met	Approaching		X				X	
			Demonstrates knowledge of varied methods of assessment and data collection methods for identifyin strengths and needs, developing effective services and programs, and measuring progress and outcomes; demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (under "data based decision making").		Findings for Site Supervisor Evaluation of Intern	Exceeded	Exceeded		X				X	
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 2 Consultation and Collaboration	Demonstrates knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services; demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the "consultation and collaboration" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching							X
			Demonstrates knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services; demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain two" (consultation and collaboration) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Exceeded							X
			Demonstrates knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services; demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (under "consultation and collaboration").		Findings for Site Supervisor Evaluation of Intern	Exceeded	Exceeded							X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 3 Interventions to Develop Academic Skills	Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies; demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultaton and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion"(assessment #1, "licensure	70% on the "research based academic practices" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X		X			X	
			Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies; demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items (standard 3) which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X		X			X	
			Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies; demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain three" (interventions to develop academic skills) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X		X			X	
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 4 Mental Health Services to Develop Life Skills	Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior a mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Not Met	Approaching						X	
			Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior a mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultaton and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the "research-based behavioral and mental health practices" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded						X	
			Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior a mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain four" (mental health services to develop life skills) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Exceeded						X	
			Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior a mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 4 on the rubric, "mental health services to develop life skills").		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching						X	
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 5 School-Wide Practices to Promote Learning	Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	Before Clinical Practice: Practicum Supervisor (Pre-Internship) Evaluation	Indirect - Other	Candidates are rated on a 1-4 scale (1) Insufficient; 2) Adequate, 3) Proficient, and 4) Exemplary on 1 items related to their performance in their 450 hour Practicum (pre-internship). Relation to required 6-8 NCATE Assessments: Before Clinical Practice (assessment #3, "candidate ability to plan instruction")	The candidates will have a mean rating in the 2.0 (adequate) to 3.0 (proficient) range		Findings for Before Clinical Practice: Practicum Supervisor (Pre-Internship) Evaluation	Exceeded	Approaching	X					X	
			Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Not Met	Approaching	X					X	
			Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories related to "school systems organization" of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X					X	
			Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X					X	

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Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 6 Preventatice and Responsive Services	Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultaton and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the "research-based behavioral and mental health practices" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded						X	
			Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Porfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories related to "prevention and crisis intervention" of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching						X	
			Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching						X	
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 7 Family-School Collaboration Services	Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultaton and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the "consultation and collaboration" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching						X	X
			Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Not Met	Approaching						X	X
			Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching						X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 8 Diversity in Development and Learning	Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity; demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery	NCSP Case Study Form	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on student learning")	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Form	Not Met	Approaching				X			
			Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity; demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Porfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories related to "diversity in development and learning" of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching				X			
			Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity; demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching				X			
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 9 Research and Program Evaluation	Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	Action Research or Thesis Project	Direct - Student Artifact	Candidate elects to take either PED 637 (Action Research) or PED 694 (Thesis) during their 1200 hour internship. To complete the course, they must have at least acceptable ratings for Chapters 1-5 of the project (introduction, review of literature, design, results, and discussion). Candidates are rated on a 1-4 scale for each of the multiple items related to each chapter (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Exit from Clinical Practice (assessment #8, "determine	A rating of at least 2 on the first submissions (before instructor assists in revisions) to the instructor of Chapters 1-5 of the project.		Findings for Action Research or Thesis Project								X	X
			Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultaton and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the two combined sections of the Praxis, which are titled "research-based academic practices" and "research-based behavioral and mental health practices."		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching						X	X
			Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 9 in attached rubric).		Findings for Site Supervisor Evaluation of Intern	Not Met	Moving Away						X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	PLO 10 Legal, Ethical, and Professional Practice	Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the section of the Praxis, which is titled "ethical, legal and professional foundations."		Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded				X	X		X
			Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	Candidate Evaluation of School Psychology Program (Exit Survey)	Indirect - Other	The candidate evaluation of the School Psychology program is completed following PED 690. At the time they complete this, they have already completed all the requirements of the School Psychology program and are eligible for the credential. On a 1-6 scale (1) very dissatisfied, 2) dissatisfied, 3)neutral, 4)satisfied 5)very satisfied and 6)course not taken. Candidates indicate whether they took classes onsite or online and their overall satisfaction with the program (2 items) and their satisfaction with each course offered in the program (20 items) Relation to required 6-8 NCATE Assessments: "Program Completion" assessment, which also is a measure of quality of content (assessment #2) from candidate's point of view	Candidates will rate at least 80% of the items a 4 (satisfied) or better		Findings for Candidate Evaluation of School Psychology Program (Exit Survey)	Not Met	Moving Away				X	X		X
			Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	Professional Dispositions	Direct - Other	The "Professional Dispositions" consist of 5 items that rate characteristics related to professional practice. For the School Psychology program, candidates will be rated on these items by course instructors at the beginning (end of first core course, PED 680), and middle (end of ABA 604), and toward the end of their internship (PED 685). Candidates are rated on a 1-3 scale (1 needs improvement, 2 emerging, and 3 developed). Relation to required 6-8 NCATE assessments: 1) Before Clinical Practice: Assessment #6, "determined by program faculty". Candidate evaluated at the beginning (end of PED 680 course), and middle (end of ABA 604) of the program 2) Exit from Clinical Practice: Assessment #6, "determined by program faculty." Candidate evaluated by internship site supervisor toward the end of their internship (PED 685).	The candidate is assigned an average rating of 10 or better.		Findings for Professional Dispositions	Exceeded	Approaching				X	X		X
			Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 10 on the attached rubric).		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching				X	X		X

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			Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	WritePlacer Exam	Direct - Exam	Candidates are required to take a "writeplacer" exam prior to or during the PED 504 course (School Psychology Orientation). It is a proctured exam taken in the computer lab. Candidates are asked to provide a writing sample of 300 to 600 words in response to one of several "writeplacer prompts" within the system (a pre-selected topic related to education). Their essays are scored by the "accuplacer systems," which returns scores that range from 1 to 8, as well as feedback on six dimensions, which include 1) purpose and focus; 2) organization and structure; 3) development and support; 4) sentence variety and style; 5) mechanical conventions; 6) critical thinking Relation to required 6-8 NCATE Assessments: Admission to Program (assessment #7, which can be "determined by program faculty")	Candidates will obtain an overall score of 6, which is described as the essay demonstrating "reasonably consistent mastery of on-demand essay writing.		Findings for WritePlacer Exam	Not Met	Approaching				X	X		X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 1	Evaluate various methods of assessment in order to make data-based decisions.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (under "data based decision making").		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
			Evaluate various methods of assessment in order to make data-based decisions.	ETS Praxis Exam for School Psychology	Direct - Exam	The ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and, or another measure of "content" (which is optional assessment #2	70% on the "data based decision making" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X	X		X	X	X	X
			Evaluate various methods of assessment in order to make data-based decisions.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Not Met	Approaching	X	X		X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 2	Analyze consultative/collaborative relationships with school staff, parents, and community agencies support of student success.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and, or another measure of "content" (which is optional assessment #2	70% on the "consultation and collaboration" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X	X		X	X	X	X
			Analyze consultative/collaborative relationships with school staff, parents, and community agencies support of student success.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain two" (consultation and collaboration) and "domain seven" (family-school collaboration) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X	X		X	X	X	X
			Analyze consultative/collaborative relationships with school staff, parents, and community agencies support of student success.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (under "consultation and collaboration").		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
			Examine societal influences on academic and social behavior.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the "research-based behavioral and mental health practices" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X	X		X	X	X	X
			Examine societal influences on academic and social behavior.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Not Met	Approaching	X	X		X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 3	Examine societal influences on academic and social behavior.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain four" (mental health services to develop life skills) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X	X		X	X	X	X
			Examine societal influences on academic and social behavior.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 4 on the rubric, "mental health services to develop life skills").		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
			Analyze how systemic school approaches can affect student outcomes.	Before Clinical Practice: Practicum Supervisor (Pre-Internship) Evaluation	Indirect - Other	Candidates are rated on a 1-4 scale (1) Insufficient; 2) Adequate, 3) Proficient, and 4) Exemplary on 11 items related to their performance in their 450 hour Practicum (pre-internship). Relation to required 6-8 NCATE Assessments: Before Clinical Practice (assessment #3, "candidate ability to plan instruction")	The candidates will have a mean rating in the 2.0 (adequate) to 3.0 (proficient) range		Findings for Before Clinical Practice: Practicum Supervisor (Pre-Internship) Evaluation	Exceeded	Approaching	X	X		X	X	X	X
			Analyze how systemic school approaches can affect student outcomes.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format	Not Met	Approaching	X	X		X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 4	Analyze how systemic school approaches can affect student outcomes.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain three Interventions & Instructional Support" and "domain five School-wide Practices to Promote Learning" of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X	X		X	X	X	X
			Analyze how systemic school approaches can affect student outcomes.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
			Appraise principles related to prevention in the context of their ability to improve services provided students.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and, or another measure of "content" (which is optional assessment #2	70% on the "research based behavioral and mental health practices" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X	X	X	X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 5	Appraise principles related to prevention in the context of their ability to improve services provided students.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficiett, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of two categories on "domain six" (prevention and responsive services) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X	X	X	X	X	X	X
			Appraise principles related to prevention in the context of their ability to improve services provided students.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain seven in attached rubric).		Findings for Site Supervisor Evaluation of Intern	Met	Moving Away	X	X	X	X	X	X	X
			Examine strategies related to family systems that support student success.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the "consultation and collaboration" section of the Praxis		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X	X		X	X	X	X

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Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 6	Examine strategies related to family systems that support student success.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill		Findings for NCSP Case Study Format	Not Met	Approaching	X	X		X	X	X	X
			Examine strategies related to family systems that support student success.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 8 in attached rubric).		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 7	Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate	An average rating of at least 2.5 over the 4 categories, which have 23 separately rated skill		Findings for NCSP Case Study Format	Not Met	Approaching	X	X		X	X	X	X
			Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 on "domain 8" (diversity and development in learning) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Exceeded	Approaching	X	X		X	X	X	X
			Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 5 in attached rubric)		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 8	Compare and contrast current research methodologies used in school psychology and related fields.	Action Research or Thesis Project	Direct - Student Artifact	Candidate elects to take either PED 637 (Action Research) or PED 694 (Thesis) during their 1200 hour internship. To complete the course, they must have at least acceptable ratings for Chapters 1-5 of the project (introduction, review of literature, design, results, and discussion). Candidates are rated on a 1-4 scale for each of the multiple items related to each chapter (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Exit from Clinical Practice (assessment #8, "determined	A rating of at least 2 on the first submissions (before instructor assists in revisions) to the instructor of Chapters 1-5 of the project.		Findings for Action Research or Thesis Project				X	X		X	X	X
			Compare and contrast current research methodologies used in school psychology and related fields.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultaton and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the two combined sections of the Praxis, which are titled "research-based academic practices" and "research-based behavioral and mental health practices."		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching		X	X		X	X	X
			Compare and contrast current research methodologies used in school psychology and related fields.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (Formerly PLO/NASP domain 3, "Interventions to Develop Academic Skills, and domain 9, "Research and Evaluation)		Findings for Site Supervisor Evaluation of Intern	Not Met	Approaching		X	X		X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 9	Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.	Action Research or Thesis Project	Direct - Student Artifact	Candidate elects to take either PED 637 (Action Research) or PED 694 (Thesis) during their 1200 hour internship. To complete the course, they must have at least acceptable ratings for Chapters 1-5 of the project (introduction, review of literature, design, results, and discussion). Candidates are rated on a 1-4 scale for each of the multiple items related to each chapter (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Exit from Clinical Practice (assessment #8, "determined	A rating of at least 2 on the first submissions (before instructor assists in revisions) to the instructor of Chapters 1-5 of the project.		Findings for Action Research or Thesis Project				X	X		X	X	X
			Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the two combined sections of the Praxis, which are titled "research-based academic practices" and "research-based behavioral and mental health practices."		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching		X	X		X	X	X
			Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 9 in attached rubric).		Findings for Site Supervisor Evaluation of Intern	Not Met	Moving Away		X	X		X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 10	Interpret the ethical, legal, and professional standards necessary to engage in sound decision making	Candidate Evaluation of School Psychology Program (Exit Survey)	Indirect - Other	The candidate evaluation of the School Psychology program is completed following PED 690. At the time they complete this, they have already completed all the requirements of the School Psychology program and are eligible for the credential. On a 1-5 scale (1) very dissatisfied, 2)dissatisfied, 3)neutral, 4)satisfied 5)very satisfied and 6)course not taken. Candidates indicate whether they took classes onsite or online and their overall satisfaction with the program (2 items) and their satisfaction with each course offered in the program (20 items) Relation to required 6-8 NCATE Assessments: "Program Completion" assessment, which also is a measure of quality of content (assessment #2) from candidate's point of view	Candidates will rate at least 80% of the items a 4 (satisfied) or better		Findings for Candidate Evaluation of School Psychology Program (Exit Survey)	Not Met	Moving Away	X	X		X	X	X	X
			Interpret the ethical, legal, and professional standards necessary to engage in sound decision making	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 120 multiple choice questions, with the following SIX content categories: 1) Data-Based Decision Making; 2) Research-Based Academic Practices; 3) Research-Based Behavioral and Mental Health Practices; 4) Consultation and Collaboration; 5) Applied Psychological Foundations; 6) Ethical, Legal, and Professional Foundations Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure	70% on the section of the Praxis, which is titled "ethical, legal and professional foundations."		Findings for ETS Praxis Exam for School Psychology	Exceeded	Approaching	X	X		X	X	X	X
			Interpret the ethical, legal, and professional standards necessary to engage in sound decision making	Professional Dispositions	Direct - Other	The "Professional Dispositions" consist of 5 items that rate characteristics related to professional practice. For the School Psychology program, candidates will be rated on these items by course instructors at the beginning (end of first core course, PED 680), and middle (end of ABA 604), and toward the end of their internship (PED 685). Candidates are rated on a 1-3 scale (1 needs improvement, 2 emerging, and 3 developed). Relation to required 6-8 NCATE assessments: 1) Before Clinical Practice: Assessment #6, "determined by program faculty". Candidate evaluated at the beginning (end of PED 680 course), and middle (end of ABA 604) of the program 2) Exit from Clinical Practice: Assessment #6, "determined by program faculty." Candidate evaluated by internship site supervisor toward the end of their internship (PED 685).	The candidate is assigned an average rating of 10 or better.		Findings for Professional Dispositions	Exceeded	Approaching	X	X		X	X	X	X
			Interpret the ethical, legal, and professional standards necessary to engage in sound decision making	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 10 on the attached rubric).		Findings for Site Supervisor Evaluation of Intern	Exceeded	Approaching	X	X		X	X	X	X
			Interpret the ethical, legal, and professional standards necessary to engage in sound decision making	Write-Placer Exam	Direct - Exam	Candidates are required to take a "writeplacer" exam prior to or during the PED 680 course (Roles, Issues & Ethics in School Psychology). It is a proctured exam taken in the computer lab or online. Candidates are asked to provide a writing sample of 300 to 600 words in response to one of several "writeplacer prompts" within the system (a pre-selected topic related to education). Their essays are scored by the "accuplacer system," which returns scores that range from 1 to 8, as well as feedback on six dimensions, which include 1) purpose and focus; 2) organization and structure; 3) development and support; 4) sentence variety and style; 5) mechanical conventions; 6) critical thinking Relation to required 6-8 NCATE Assessments: Admission to Program (assessment #7, which can be "determined by program faculty")	Candidates will obtain an overall score of 6, which is described as the essay demonstrating "reasonably consistent mastery of on-demand essay writting.		Findings for Write-Placer Exam	Not Met	Approaching	X	X		X	X	X	X
Department of Educational Administration and School Counseling/Psychology	Master of Science School Psychology with PPS	Outcome 11	Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 450 hour Practicum (Pre-Internship) included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 678 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 2.5 in each of the two categories on "domain six" (preventive and responsive services) of the portfolio rubric, which included "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio	Met	Approaching		X					
			Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 2.5 over the multiple items which specifically address this learning outcome (domain 7 in attached rubric)		Findings for Site Supervisor Evaluation of Intern	Met	Approaching		X					
Department of Educational Administration and School	Preliminary Administrative Services Credential/Leadership	PLO #1	Candidates will create a vision of learning that is shared and supported by the school community.	Candidate performance on signature assessment for EDA 624 (Final Exam)	Direct - Exam	Candidate performance on signature assessment for EDA 624 -Final Exam.	80% of candidates will score 90% or better as measured by average of the scores for the signature assessment for EDA 624.	95% of candidates will score 90% or better as measured by the average of the scores for the signature assessment in EDA 624.					X	X			
			Candidates will create a vision of learning that is shared and supported by the school community.	Candidate performance on signature assignment for EDA 614 (Leadership Journal) and EDA 623 (Final Exam)	Direct - Other	The average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 623.	80% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 623.	95% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 623.					X	X			

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Counseling/Psychology	Certificate/Credential		Candidates will create a vision of learning that is shared and supported by the school community.	Student Program Exit Disposition	Indirect - Survey	Details/Description: Summary of the data gathered in candidate "end of program" disposition survey.	Acceptable Target: Acceptable: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on Question 6 on the Final Disposition in EDA 620B.	Ideal Target: Ideal: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on Question 6 on the Final Disposition in EDA 620B.						X	X			
Department of Educational Administration and School Counseling/Psychology	Preliminary Administrative Services Certificate/Credential	PLO #2	Candidates will develop a school culture conducive to student learning and staff professional growth	Candidate performance on signature assignment for EDA 623	Direct - Exam	Candidate performance on the signature assignment for EDA 623 - Final Exam.	80% of candidates will score 90% or better on the signature assessment for EDA 623.	95% of candidates will score 90% or better on the signature assessment for EDA 623.					X	X		X		X
			Candidates will develop a school culture conducive to student learning and staff professional growth	Signature Assessment Performance for EDA 619 (Budget Development Plan and EDA 626 (Public Relations Plan)	Direct - Other	The average of the percentage scores on the signature assessments in courses: EDA 619 and EDA 626.	80% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 619 and EDA 626.	95% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 619 and EDA 626.					X	X		X		X
			Candidates will develop a school culture conducive to student learning and staff professional growth	Student Program Exit Disposition	Indirect - Survey	Details/Description: Summary of the data gathered in candidate "end of program" disposition survey.	Acceptable Target: Acceptable: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 7 on the Final Disposition in EDA 620B.	Ideal Target: Ideal: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 7 on the Final Disposition in EDA 620B.					X	X		X		X
Department of Educational Administration and School Counseling/Psychology	Preliminary Administrative Services Certificate/Credential	PLO #3	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Performance on signature assessment for EDA 619 (Budget Project).	Direct - Student Artifact	Candidate performance on the signature assessment for EDA 619 - Budget Project.	80% of candidates will score 90% or better on the signature assignment for the course.	95% of the candidates will score 90% or better on the signature assessment for the course.								X		X
			Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Signature Assessment Performance in EDA 618 (Case Study) and EDA 623 (Final Examination)	Direct - Student Artifact	The average of the percentage score on the signature assessment in courses: EDA 618 (Case Study) EDA 623 (Final Examination)	80% of Candidates will score 90% or better on the average of the percentage score on the signature assessment in courses: EDA 618 EDA 623	95% of Candidates will score 90% or better on the average of the percentage score on the signature assessment in courses: EDA 618 EDA 623								X		X
			Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Student Program Exit Disposition	Indirect - Survey	Details/Description: Summary of the data gathered in candidate "end of program" disposition survey.	Acceptable Target: Acceptable: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 1 on the Final Disposition in EDA 620B.	Ideal Target: Ideal: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 1 on the Final Disposition in EDA 620B.								X		X
Department of Educational Administration and School Counseling/Psychology	Preliminary Administrative Services Certificate/Credential	PLO #4	Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Candidate Performance on signature assessment for EDA 626 (Public Relations Plan Project)	Direct - Student Artifact	Candidate performance on the signature assignment for EDA 626 (Public Relations Plan Project)	80% of candidates will score 90% or better on the signature assessment for EDA 626.	95% of candidates will score 90% or better on the signature assessment for EDA 626.							X			X
			Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Signature Assessment Performance for EDA 614 (Leadership Journal) and EDA 651 (Power Point Presentation)	Direct - Other	The average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 651.	80% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 651.	95% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 651.							X			X
			Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Student Program Exit Disposition	Indirect - Survey	Details/Description: Summary of the data gathered in candidate "end of program" disposition survey.	Acceptable Target: Acceptable: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the average responses for questions 14 and 16 on the Final Disposition in EDA 620B.	Ideal Target: Ideal: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on the average responses for questions 14 and 16 on the Final Disposition in EDA 620B.							X			X
Department of Educational Administration and School Counseling/Psychology	Preliminary Administrative Services Certificate/Credential	PLO #5	Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.	Candidate performance on signature assignment for EDA 651 (Power Point Presentation Project)	Direct - Student Artifact	Candidate performance on the signature assignment for EDA 651.	80% of candidates will score 90% or better on the signature assessment for EDA 651.	95% of candidates will score 90% or better on the signature assessment for EDA 651.								X		
			Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.	Signature Assessment Performance for EDA 618 (Educational Law Case Study) and EDA 624 (Final Study)	Direct - Other	The average of the percentage scores on the signature assessments in courses: EDA 618 and EDA 624.	80% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 618 and EDA 624.	95% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 618 and EDA 624.								X		
			Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.	Student Program Exit Disposition	Indirect - Survey	Details/Description: Summary of the data gathered in candidate "end of program" disposition survey.	Acceptable Target: Acceptable: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 15 on the Final Disposition in EDA 620B.	Ideal Target: Ideal: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 15 on the Final Disposition in EDA 620B.								X		
Department of Educational Administration and School Counseling/Psychology	Preliminary Administrative Services Certificate/Credential	PLO #6	Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts school or school district.	Candidate performance on signature assignment for EDA 618 (Educational Law Case Study)	Direct - Student Artifact	Candidate performance on the signature assignment for EDA 618 - Educational Law Case Study.	80% of candidates will score 90% or better on the signature assessment for EDA 618.	95% of candidates will score 90% or better on the signature assessment for EDA 618.			X	X						
			Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts school or school district.	Signature Assessment Performance for EDA 614 (Leadership Journal) and EDA 623 (Final Exam)	Direct - Other	The average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 623.	80% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 623.	95% of candidates will score 90% or better on the average of the percentage scores on the signature assessments in courses: EDA 614 and EDA 623.			X	X						
			Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts school or school district.	Student Program Exit Disposition	Indirect - Survey	Details/Description: Summary of the data gathered in candidate "end of program" disposition survey.	Acceptable Target: Acceptable: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 4 on the Final Disposition in EDA 620B.	Ideal Target: Ideal: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 4 on the Final Disposition in EDA 620B.			X	X						
Department of Educational Administration and School Counseling/Psychology	Preliminary Administrative Services Certificate/Credential	PLO #7	Candidates will evaluate leadership within the lens of ethics and philosophy.	Collected Candidate disposition Surveys	Indirect - Survey	Student responses in collected candidate disposition surveys.	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 11 of the student disposition in EDA 620B.	60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 11 of the student disposition in EDA 620B					X	X				
			Candidates will evaluate leadership within the lens of ethics and philosophy.	Performance in courses EDA 619 and EDA 618	Direct - Student Artifact	Performance in courses EDA 619 and EDA 618 as measured by average scores on the signature assessment budget evaluation in EDA 619 and the signature assessment Educational Law Case study in EDA 618.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignment.	95% of Candidates will score 90% or better of the scores in the identified course Signature Assignment.					X	X				
			Candidates will evaluate leadership within the lens of ethics and philosophy.	Performance in EDA 651 (Ethics Power Point Presentation)	Direct - Student Artifact	Performance in course EDA 651 as measured by candidate performance on the Signature Assessment Ethics Power Point final presentation.	80% of Candidates will score 90% or better on the signature assessment for EDA 651	95% of Candidates will score 90% or better on the signature assessments for EDA 651.					X	X				
Department of Special Education	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 1	Demonstrate knowledge of typical and atypical development and charac-teristics of students with disabilities and other special needs	Clinical Practice Assessment	Direct - Other	The summative clinical practice assessment score reflects the candidates applied knowledge of typical and atypical development and characteristics of students with disabilities.	Candidates score a 3 level on all 6 Domain areas. 85% of the Candidates meet target.	Candidates score a 3 level on all 6 Domain areas. 90% of the Candidates meet target.						X				
			Demonstrate knowledge of typical and atypical development and charac-teristics of students with disabilities and other special need	Exit Survey	Indirect - Survey	Exit survey is created using the PLOs for the program. Data from PLO 1 will be used for this measure.								X				
			Demonstrate knowledge of typical and atypical development and charac-teristics of students with disabilities and other special needs	Typical and Atypical Development Matrix [SPD 408]	Direct - Student Artifact	Matrix developed in collaboration with other candidates to describe characteristics and developmental milestones for all categories of students with disabilities.	Acceptable target: 12/14 pts 80% of candidates will meet target	Acceptable target: 12/14 pts 90% of candidates will meet target						X				
Department of Special Education	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 2	Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning.	Classroom management plan [SPD 414]	Direct - Student Artifact	Candidates will design a comprehensive Classroom Organization and Management Plan that describes basic rules and procedures and strategies for interventions for your own classroom. (20 pts total 16/20)	90% of candidates meet target of 16/20 pts	95% of candidates meet target of 16/20 pts			X					X		
			Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning.	Clinical Practice Assessment: Motivation & Management	Direct - Other	Candidate will score a total of 15/20 possible points for this section of the assessment.	90% of candidates will meet target.	95% of candidates will meet target.			X					X		
			Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning	Exit Survey	Indirect - Survey						X					X		
Department of Special Education	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 3	Apply best practice standards, learning theories, methodologies, technology, and assessments across content areas to manage, monitor, and engage student learning	No Measure specified										X	X	X	X	X
Department of Special Education	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 4	Use technology, collaboration with other professionals, and systematic reflection of one's own teaching practice to target student learning	No Measure specified							X	X	X					X
Department of Special Education	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 5	Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the profesional education community.	No Measure specified											X			X
Department of Special Education	Clear Education Specialist Teaching Credential	Outcome 1	Demonstrate use of a variety of advanced evidence-based instructional strategies to engage and support all students.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 1.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 1.	Findings for Exit Survey - Student Satisfaction		X	X	X	X	X	X	X
			Demonstrate use of a variety of advanced evidence-based instructional strategies to engage and support all students.	SPD 661 - Assessment and Instructional Plans for Target EL Student	Direct - Student Artifact	Using assessment information gathered from a variety of sources, including the California English Language Development Test (CLDT), candidate's develop at least one IEP goal, including specific language objectives and a sequence of lessons that address an area of language development for this student in either Language arts or Mathematics. The PT must reflect on the importance of students family and culture backgrounds and life experiences in developing effective instruction. They use the Common Core and State Standards in the development of the 3 lessons that also address appropriate grade level academic language. [Refer to the Essential Components for Instruction found in the NU FACT User's Guide to design your lessons] Candidates account for the student's primary language and proficiency levels in English as well as the student's culture, level of accultuation, and prior schooling. Include how you will integrate the use of technology in these lessons (teacher and/or student user) and share your instructional plan with the student's parents. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 24/30 points or better on the Acceptable Target range.	95% of students will score 24/30 points or better on the Acceptable Target range.	Findings for SPD 661 - Assessment and Instructional Plans for Target EL Student	Met	Approaching	X	X	X	X	X	X	X
			Demonstrate use of a variety of advanced evidence-based instructional strategies to engage and support all students.	SPD 661 - Inquiry Project: Video/Observation #2 FACT B-3, B-4	Direct - Student Artifact	. Prepare a 20 minute video or observation of a lesson designed for the EL student in your Inquiry Project. This is the second Plan, Teach, Reflect and Apply (PTRA) cycle. Use the FACT or district lesson plan format. Using the FACT User's Guide, review with your Support Provider Assessment of Teaching and Learning- Forms B-1 (chart), B-2, B-3, and B-4. Submit only B-3 and B-4. Forms C-2 (and submit), C-3, C-4 (and submit), C-5, C-6 (and submit), and C-7 (and submit). Lesson plan and target student's most recent CELDT documentation will also be submitted for evaluation. Refer to specific assignment directions and rubric for assignment expectations including forms to complete and submit. The assignment and required forms will be provided to each candidate.	85% of students will score 12/15 points or better on the Acceptable Target range.	95% of students will score 12/15 points or better on the Acceptable Target range.	Findings for SPD 661 - Inquiry Project: Video/Observation #2 FACT B-3, B-4	Exceeded	Exceeded	X	X	X	X	X	X	X
			Develop and maintain effective equitable and inclusive learning environments appropriate for the supports for all students.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 2.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 2.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X

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Department of Special Education	Clear Education Specialist Teaching Credential	Outcome 2	Develop and maintain effective equitable and inclusive learning environments appropriate for the supports for all students.	SPD 661 - Classroom Management Plan	Direct - Student Artifact	Describe the classroom management procedures you are implementing in your program. Include a description of how you are addressing the physical, cognitive, emotional and social well-being of your students. Discuss how your program promotes a safe, inclusive, equitable and healthy environment for all students, including first and second language learners. Be sure to describe how you have considered the school wide or district plans for developing safe, respectful learning environments that manage conflict in positive ways. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 8/10 points or better on the Acceptable Target range.	95% of students will score 8/10 points or better on the Acceptable Target range.	Findings for SPD 661 - Classroom Management Plan	Exceeded	Exceeded	X	X	X	X	X	X	X
			Develop and maintain effective equitable and inclusive learning environments appropriate for the supports for all students.	SPD 661 - Culturally Responsive Positive Behavior Support Plan	Direct - Student Artifact	Complete a Culturally Responsive Positive Behavior Support Plan for your Inquiry Project student with behavior challenges. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 12/15 points or better on the Acceptable Target range.	95% of students will score 12/15 points or better on the Acceptable Target range.	Findings for SPD 661 - Cultually Responsive Positive Behavior Support Plan	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Special Education	Clear Education Specialist Teaching Credential	Outcome 3	Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 3.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 3.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X		X
			Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.	SPD 661 Inquiry Project: Video/Observation #2 FACT C-5	Direct - Student Artifact	Based on 20 minute video or observation of a lesson designed for the EL student in Inquiry Project. This is the second Plan, Teach, Reflect and Apply (PTRA) cycle and uses the FACT or district lesson plan format. Forms C-5, C-6 and C-7 are completed and C-5 is submitted. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 12/15 points or better on the Acceptable Target range.	95% of students will score 12/15 points or better on the Acceptable Target range.	Findings for SPD 661 Inquiry Project: Video/Observation #2 FACT C-5	Exceeded	Exceeded	X	X	X	X	X		X
			Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.	SPD 664 - Inquiry Project: Video/Observation #3 FACT C-5	Direct - Student Artifact	Candidate will complete a video or classroom observation of a targeted student from Inquiry Project, either the student with a Behavioral Issue or the student of choice using the same lesson plan format (FACT or district format) as in the previous 2 video/lesson plans. This is PTRA Cycle 3 for the candidate. The candidate will submit FACT- forms C-5, C-6 & C-7 with attached graded student work. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 8/10 points or better on the Acceptable Target range.	95% of students will score 8/10 points or better on the Acceptable Target range.	Findings for SPD 664 - Inquiry Project: Video/Observation #3 FACT C-5			X	X	X	X	X		X
Department of Special Education	Clear Education Specialist Teaching Credential	Outcome 4	Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 4.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 4.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X
			Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students.	SPD 661 - Assessment and Instructional Plans for Target EL Student	Direct - Student Artifact	Using assessment information gathered from a variety of sources, including the California English Language Development Test (CLDT), candidate's develop at least one IEP goal, including specific language objectives and a sequence of lessons that address an area of language development for this student in either Language arts or Mathematics. The PT must reflect on the importance of students family and culture backgrounds and life experiences in developing effective instruction. They use the Common Core and State Standards in the development of the 3 lessons that also address appropriate grade level academic language. [Refer to the Essential Components for Instruction found in the NU FACT User's Guide to design your lessons] Candidates account for the student's primary language and proficiency levels in English as well as the student's culture, level of acculturation, and prior schooling. Include how you will integrate the use of technology in these lessons (teacher and/or student user) and share your instructional plan with the student's parents. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 24/30 points or better on the Acceptable Target range.	95% of students will score 24/30 points or better on the Acceptable Target range.	Findings for SPD 661 - Assessment and Instructional Plans for Target EL Student	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Special Education	Clear Education Specialist Teaching Credential	Outcome 5	Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 5.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 5.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X
			Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 660 Initiate Inquiry Project	Direct - Student Artifact	Initiate Inquiry Project FACT Form C-4 Assignment Guidelines: The Inquiry Project is a key element in candidate professional growth and development through the induction process. This project is initiated in SPD 660, carried out across 6-7 months (including being readdressed in SPD 661), and culminates in SPD 664. It requires that three focus students with disabilities are identified by the candidate (with whom they will be working from the initiation of the project to its end). These students will each be the focus of the Plan, Teach, Reflect, Apply (PTRA) cycle, as well as two videos/observations. Each focus student must be identified as having a disability, in addition, Focus Student #1 SwD and EL, Focus Student #2 SwD with behavioral focus, Focus Student #3 SwD focus is optional. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 3.5/5 points or better on the Acceptable Target range to earn credit.	95% of students will score 4/5 points or better on the Ideal Target range to earn credit.	Findings for SPD 660 Initiate Inquiry Project	Exceeded	Exceeded	X	X	X	X	X	X	X
			Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 661 - Assessment and Instructional Plans for Target EL Student	Direct - Student Artifact	Using assessment information gathered from a variety of sources, including the California English Language Development Test (CLDT), candidate's develop at least one IEP goal, including specific language objectives and a sequence of lessons that address an area of language development for this student in either Language arts or Mathematics. The PT must reflect on the importance of students family and culture backgrounds and life experiences in developing effective instruction. They use the Common Core and State Standards in the development of the 3 lessons that also address appropriate grade level academic language. [Refer to the Essential Components for Instruction found in the NU FACT User's Guide to design your lessons] Candidates account for the student's primary language and proficiency levels in English as well as the student's culture, level of acculturation, and prior schooling. Include how you will integrate the use of technology in these lessons (teacher and/or student user) and share your instructional plan with the student's parents. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 24/30 points or better on the Acceptable Target range.	95% of students will score 24/30 points or better on the Acceptable Target range.	Findings for SPD 661 - Assessment and Instructional Plans for Target EL Student	Exceeded	Exceeded	X	X	X	X	X	X	X
			Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 664 Inquiry Project/Summative Assessment FACT Form C-8: Parts 1 & 2	Direct - Student Artifact	The Summative Assessment of the Inquiry Project has two parts. Part1-Complete (FACT Form C-8, Part 1) and will include attached copies of the summative assessment chosen by candidate and the scoring guide. Part-2-For three focus students, complete (FACT Form C-8 Part 2) with attached copies of the summative level assessment responses for each of the three students. Completed FACT Forms C-8 Parts 1 & 2 with attachments will be submitted. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% will score at 16/20 points or better on the Acceptable Target range.	95% will score at 16/20 points or better on the Acceptable Target range.	Findings for SPD 664 Inquiry Project/Summative Assessment FACT Form C-8: Parts 1 & 2				X	X	X	X	X	X
Department of Special Education	Clear Education Specialist Teaching Credential	Outcome 6	Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 6.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 6.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X
			Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.	SPD 664 - Inquiry Project with Summative Assessment FACT Form C-8: Parts 1 & 2	Direct - Student Artifact	The Summative Assessment of the Inquiry Project has two parts. Part1-Complete (FACT Form C-8, Part 1) and will include attached copies of the summative assessment chosen by candidate and the scoring guide. Part-2-For three focus students, complete (FACT Form C-8 Part 2) with attached copies of the summative level assessment responses for each of the three students. Completed FACT Forms C-8 Parts 1 & 2 with attachments will be submitted. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% will score at 16/20 points or better on the Acceptable Target range	95% will score at 17/20 points or better on the Ideal Target range	Findings for SPD 664 - Inquiry Project with Summative Assessment FACT Form C-8: Parts 1 & 2			X	X	X	X	X	X	X
			Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.	SPD 664 - Monthly Communication Record	Direct - Student Artifact	Candidates will reflect on documented contact with support provider through reflective essay on communication practices with SP, GenEd and parents/care providers. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% will score at 5/8 points or better on the Acceptable Target range.	95% will score at 7/8 points or better on the Ideal Target range.	Findings for SPD 664 - Monthly Communication Record			X	X	X	X	X	X	X
			Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.	SPD 664 - Reflection Log/Competency Log - CSTPs	Direct - Student Artifact	Reflection/Competency Log (CSTPs) is initiated in SPD 660 and completed throughout the Clear ES Program. Candidates respond to the prompts for each Standard during the program and complete reflections in SPD 664. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% will score at 8/10 points or better on the Acceptable Target range.	95% will score at 9/10 points or better on the Ideal Target range.	Findings for SPD 664 - Reflection Log/Competency Log - CSTPs			X	X	X	X	X	X	X
Department of Special Education	Early Childhood Special Education Add-On Authorization	Outcome 1	Demonstrates knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre K) with developmental delays, and all categories of disabilities.	Developmental Matrix	Direct - Student Artifact	For this assignment, candidates will be completing a Developmental Matrix demonstrating knowledge of the principles of child development and learning that informs practice, taking into account social and cultural contexts. The Candidate's Developmental Matrix will identify the following: Examples of Services, Curriculum, Strategies and Interventions for atypical young children with disabilities, birth to five, in natural learning environments in the following areas: Stages of Development and Developmental Domains: Stages of Development: Birth (newborn –1 month), infancy (2 months –12 months), toddler (12 months –24 months) and early childhood (2–5 years) Developmental Domains: Gross / Fine Motor Cognitive / Pre-academic Communication / Speech Social / Emotional / Behavior Self-Help / Adaptive. The Developmental Matrix will be provided to each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 13/15 points or better on the Acceptable Target range.	95% of students will score 13/15 points or better on the Acceptable Target range.	Findings for Developmental Matrix	Exceeded	Exceeded							

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Education	Add-On Authorization		Demonstrates knowledge of developmental and learning characteristics, and evidence-based practice associated with young children (birth to Pre K) with developmental delays, and all categories of disabilities.	Developmental Observation	Direct - Student Artifact	For the Developmental Observation Assignment, candidates will be 1) completing two preschool observations and 2) submitting ONE Observation Assignment. Candidates will print copies of the observation assignment and take the form to the observations. Candidates will be observing two different preschoolers - both the same age - in two different preschool classrooms. The amount of observation time will need to be sufficient to have a complete picture of each young child's skills in each of the five developmental domains - motor, cognition, communication, social and adaptive. One hour f each young child is usually enough, provided candidates are able to observe a variety of activities for each preschooler. For the first observation, candidates will be observing a typical preschooler in a typical setting. For the second observation, candidates will be observing an atypical preschooler with identified special needs (the child must have IEP) in a public school ECSE program. The observation form and verification form will be provided for each candidate. Grading rubrics are used to assess all assignments.	85% of students will score 13/15 points or better on the Acceptable Target range.	95% of students will score 13/15 points or better on the Acceptable Target range.	Findings for Developmental Observation	Exceeded	Exceeded							
			Demonstrates knowledge of developmental and learning characteristics, and evidence-based practice associated with young children (birth to Pre K) with developmental delays, and all categories of disabilities.	Exit Survey	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 1.	95% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 1.	Findings for Exit Survey	Met	Exceeded							
Department of Special Education	Early Childhood Special Education Add-On Authorization	Outcome 2	Demonstrates knowledge of family systems, the impact of child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.	Exit Survey	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 2.	95% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 2.	Findings for Exit Survey	Met	Exceeded							
			Demonstrates knowledge of family systems, the impact of child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.	Parent Interview	Direct - Student Artifact	The purpose of this assignment is to provide candidates with an opportunity to have a face-to-face interview with a parent or primary caregiver in the "parenting" of a child with a disability or developmental delay. ALL children must have IFSP or IEP. This interview cannot be with a relative or personal friend. The interview should focus on the impact of the diagnosis on the parents (primary caregiver) and other members of the nuclear and extended family. Opened ended questions will include the caregiver's access to and effectiveness of outside support and resources. What has been their experience with public schools or agencies in their community? What supports/services have they found the most successful for their child? What is their recommendation for improving service for their child now and in the future? The goal of this interview is for candidates not to record each response, but to explore the caregiver's experience. A successful interview will provide and in-depth "picture" of the family's experience in parenting a child with one of the above disabilities. This paper will be five to ten pages in length, APA format.	85% of students will score 17/20 points or better on the Acceptable Target range.	95% of students will score 17/20 points or better on the Acceptable Target range.	Findings for Parent Interview	Exceeded	Exceeded							
			Demonstrates knowledge of family systems, the impact of child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.	Six Partnership Principles	Direct - Student Artifact	Candidates will be provided an article on Six Partnership Principles. Candidates will select three of the six partnerships principles and describe a possible issue for each of the three selected principles. The candidate will then provide and discuss examples of an action that would lead to distrust and an action that would lead to trust and ethical practice with a parent of a child with a disability AND another educational professional or service provider.	85% of students will score 10/12 points or better on the Acceptable Target range.	95% of students will score 10/12 points or better on the Acceptable Target range.	Findings for Six Partnership Principles	Not Met	Approaching							
Department of Special Education	Early Childhood Special Education Add-On Authorization	Outcome 3	Demonstrates skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.	Exit Survey	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 3.	95% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 3.	Findings for Exit Survey	Met	Exceeded							
			Demonstrates skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.	Formal and Informal Assessment	Direct - Student Artifact	Formal Assessment Tool: Candidates will administer a multi-domain; norm referenced developmental assessment to one child (age birth to pre-kindergarten) with an identified disability or developmental delay. Assessments may include, but are not limited to - Battelle, Bayley, Peabody, Kaufman [K-SEAL5], Brigance [CIBS-K], DAYC and ESPB. Candidates may access testing materials through their school district or agency. Candidates will check with instructor if they have any questions about the formal assessment tool. This assessment data will be used throughout this assignment and all following assignments in this course. Informal Assessment Tool: (Candidates may assess the same child as in the Formal Assessment Tool above.) Candidates will complete the Scale for Teachers' Assessment of Routines Engagement (STARE) for one child in a classroom setting. Meet with the child's family to complete the Scale for Assessment of Family Enjoyment within Routines (SAFER).	85% of students will score 26/30 points or better on the Acceptable Target range.	95% of students will score 26/30 points or better on the Acceptable Target range.	Findings for Formal and Informal Assessment	Exceeded	Exceeded							
			Demonstrates skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.	Instructional Planning and Implementation - Multiple Lesson Plans	Direct - Student Artifact	Candidates will create three lesson plans; the instructor will provide the National University Special Education Lesson Plan format. Using the results of assessments in Assignment #2 (Formal and Informal Assessments), candidates will adapt the three lesson plans for the child they assessed. Each lesson plan will address (1) the child's long-term goal, short-term objectives(s); (2) strategies for teaching; and (3) suggested modifications and/or adaptations (such as environment, activities, materials, assistance, etc.) and process/plan to evaluate the child's success in each lesson. The lessons reflect DAP and may target developmental domains or content areas. Grades will be determined using the Instructional Planning a Implementation Rubric.	85% of students will score 16/19 points or better on the Acceptable Target range.	95% of students will score 16/19 points or better on the Acceptable Target range.	Findings for Instructional Planning and Implementation - Multiple Lesson Plans	Exceeded	Exceeded							
Department of Special Education	Early Childhood Special Education Add-On Authorization	Outcome 4	Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP center based preschool/prekindergarten programs.	Exit Survey	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 4.	95% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies describe in OUTCOME 4.	Findings for Exit Survey	Met	Exceeded							
			Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP center based preschool/prekindergarten programs.	In-Home Service Field Experience	Direct - Student Artifact	Candidates will maintain an attendance log as well as a daily journal to reflect on experiences, demonstrate their ability to critically examine and self-reflect on their own teaching practice, and make/describe appropriate adjustments. Candidates will describe the In-Home Delivery model and the approach used to meet infant/toddler needs. Candidates will include at least three research citings that support their program review. Candidates will summarize their findings discussing how the model meets the needs of the child and family. Candidates will also address how culturally and linguistically diversity is, or would be, addressed in this model. (APA format – three to four pages)	85% of students will score 26/30 points or better on the Acceptable Target range.	95% of students will score 26/30 points or better on the Acceptable Target range.	Findings for In-Home Service Field Experience	Exceeded	Exceeded							
			Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP center based preschool/prekindergarten programs.	Preschool Field Experience	Direct - Student Artifact	Candidates will describe the Preschool model (developmental, developmental-cognitive, ecological, and behavioral) as well as the approach used at the site to meet children's needs. Candidates will include at least three research citings to support your program review. Candidates will summarize their findings and discuss how the model addresses cultural and linguistic diversity. (APA format – three to four pages) Candidates will develop and implement an Instructional Intervention Plan based on an IEP objective o one child, over a period of 5-10 days, collect data, report their findings, and describe any adaptations/modifications required. Candidates will develop and implement a Positive Behavior Support Plan based on IEP objective(s) for one child, over a period of 5-10 days, collect data, report your findings, and describe any adaptations/ modifications required. Candidates will develop and implement a Task Analysis or Target Skill Matrix for two children, both working on the same skill, collect data, and report your findings. Candidates will develop and present two lesson plans for site-supervisor (administrator) observation. Candidates will be provided with a Lesson Plan format. Lessons may be in any developmental domain or content area. Each lesson will include developmentally appropriate practice and materials, evidence based practices embedded in the activities to support language for all children including English Language Learners, adaptations and modifications including assistive technology (at least one example and demonstration of curriculum and learning strategies to maximize children's learning outcomes. Candidates will provide the site supervisor the Lesson Plan Observation Form to complete for each observation. One lesson will be whole group, and one lesson small group or individual work with chil Candidates may present the lesson plans anytime during their preschool field experience. Candidates will maintain an attendance log and a daily journal documenting and reflecting on experiences. The purpose of this journal is for candidates to demonstrate their ability to critically	85% of students will score 37/43 points or better on the Acceptable Target range.	95% of students will score 37/43 points or better on the Acceptable Target range.	Findings for Preschool Field Experience	Exceeded	Exceeded							
Department of Special Education	Master of Science in Special Education- Language & Academic Development	Outcome 1	Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing, and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction	Case Study Signature Assignment LAD633	Direct - Student Artifact	Candidate will complete a Student Case Study which includes a completed Assessment Report, an IEP script of presentation to IEP team and a PPT to classmates.	85% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95 the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X				X		
			Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing, and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction	LAD exit survey	Indirect - Survey	Candidates will complete an exit survey assessing their satisfaction with the course and program.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.%	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X				X		
Department of Special Education	Master of Science in Special Education- Language & Academic Development	Outcome 2	Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.	LAD exit survey	Indirect - Survey	The candidates will complete an exit survey assessing their satisfaction with the course.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X	X	X	X	X	X	
			Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.	Language Sample Analysis LAD 632	Direct - Student Artifact	Candidates will record a language sample , complete the Language Sample Transcription form and complete the Language Sample Analysis form.	85%	95%				X	X	X	X	X	X	
Department of Special Education	Master of Science in Special Education- Language & Academic Development	Outcome 3	Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.	Annotated Lesson Plan LAD 634	Direct - Student Artifact	The candidate will design a detailed intervention lesson plan with appropriate goals, instructional strategies, learning activities, progress monitoring and timelines with additional handouts and instructional materials. They should also include an annotated section explaining the planning decisions An addendum would provide supporting references and materials.	85% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X	X	X	X	X	X	X
			Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.	LAD exit survey	Indirect - Survey	The candidates will complete an exit survey assessing their review of the course.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X	X	X	X	X	X	X
Department of Special Education	Master of Science in Special Education- Language & Academic Development	Outcome 4	Assess the impact of sensory deficits on the development and application of language, verbal and non-verbal communication abilities and needs in order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities	Case Study of a Severely Handicapped Student requiring AAC LAD 635	Direct - Student Artifact	The student will submit a case study of a SH student who requires AAc. The study will include goals, activities. resources, apps, web resources placed within a matrix to address receptive language, expressive language, executive functioning, social situations and cognitive abilities.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X	X	X	X	X	X	X
Department of Special Education	Master of Science in Special Education- Language & Academic Development	Outcome 5	Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.	Assessment Instrument Practice LAD 633	Direct - Student Artifact	The candidate will administer 7 assessment standardized assessment in addition to criteria referenced, dynamic and informal measure.	85%	95%				X	X	X	X	X	X
			Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.	LAD Exit Survey	Indirect - Survey	The candidates will complete an exit survey assessing their review of the course.						X	X	X	X	X	X
Department of Special Education	Master of Science in Special Education- Language & Academic Development	Outcome 6	Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.	Annotated Lesson Plan LAD634	Direct - Student Artifact	The candidate will complete a detailed lesson plan using the CCSS standards in ELA to develop goals, objectives, content presentation methods and instructional strategies. Attachments will include a list of supplementary instructional materials and evidenced based references.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X	X	X		X	X

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Education	Education Language & Academic Development	Outcome 6	Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.	LAD Exit Survey	Indirect - Survey	The candidates will complete an exit survey assessing their review of the course.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.				X	X	X			X	X
Department of Special Education	Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room	Outcome 1	Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.	Candidate Exit Survey	Indirect - Survey	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 1 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey	Findings for Candidate Exit Survey	Exceeded	Approaching			X			X	X
			Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.	SPD 632 Faculty Presentation (PowerPoint Presentation)	Direct - Student Artifact	Candidates develop a faculty presentation consisting of a PowerPoint, an outline of specific talking points for each slide and a set of handouts covering two disabilities. Content covers characteristics of selected disabilities (cognitive/perceptual characteristics, language characteristics, social-emotional functioning in academic settings); faculty roles and responsibilities in the IEP process; useful classroom and instructional accommodations; rationale for each suggested accommodation; and estimate of cost and impact of each accommodation.	85% of students will score 20/25 points or better on the acceptable target range.	95% of students will score 23/25 points or better on the acceptable target range.	Findings for SPD 632 Faculty Presentation (PowerPoint Presentation)					X			X	X
			Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.	SPD608 – Case Study - Exceptionalities	Direct - Student Artifact	SPD608 – Signature Assignment – Case Study of a student with disabilities including possible modifications and accommodations to the core curriculum.	85% of students will score 27/32 points or better on the Case Study.	Target: 90% of students will score 28/20 points or better on the Case Study.	Findings for SPD608 – Case Study - Exceptionalities	Not Met	Approaching			X			X	X
Department of Special Education	Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room	Outcome 2	Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.	Candidate Exit Survey	Indirect - Survey	The Exit Survey is align to each PLO in the program and is completed by candidates after their final course. Data from PLO 2 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey	Exceeded	Approaching		X	X	X	X	X	X
			Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.	SPD 614 -Classroom Organization and Management Plan	Direct - Student Artifact	Candidates design a comprehensive Classroom Organization and Management Plan that describes basic rules, procedures, and strategies for interventions for their own classroom, including positive behavioral supports and a tie-in to the school-wide behavior support plan	85% of students will score 18/20 points or better on the acceptable target range.	95% of students will score 18/20 points or better on the acceptable target range.	Findings for SPD 614 -Classroom Organization and Management Plan	Exceeded	Approaching		X	X	X	X	X	X
			Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.	SPD 681 B Student Teaching-Summative Assessment	Direct - Other	The National University Support Provider completes a summative assessment at the end of student teaching. All domains A, B, C, and D pertain to curriculum, instruction, and assessment. A. Making Subject Matter Comprehensible to Students B. Assessing Student Learning C. Engaging and Supporting Students in Learning D. Planning Instruction and Designing Learning Experiences for Students.	Candidates completing SPD 681 B will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment. 0 = Unacceptable 1 = Beginning 2 = Emerging 3 = Applying 4 = Integrating/Innovative	95% of candidates will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.	Findings for SPD 681 B Student Teaching-Summative Assessment				X	X	X	X	X	X
Department of Special Education	Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room	Outcome 3	Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII	Candidate Exit Survey	Indirect - Survey	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 3 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey	Findings for Candidate Exit Survey			X	X	X	X		X	
			Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII	SPD 628 Case Study - Teaching Reading and Lang. Arts	Direct - Student Artifact	LEARNING OUTCOME 3:requires three Direct Measures to provide complete evidence of candidate mastery. Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	85% of students will score 25/30 points or better on the Case Study.	Acceptable Target: 90% of students will score 25/30 points or better on the Case Study.	Findings for SPD 628 Case Study -Teaching Reading and Lang. Arts			X	X	X	X		X	
			Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII	SPD 681 B Student Teaching-Summative Assessment	Direct - Other	LEARNING OUTCOME 3 :requires three Direct Measures to provide complete evidence of candidate mastery. The National University Support Provider completes a summative assessment at the end of student teaching. All domains A, B, C, and D pertain to curriculum, instruction, and assessment. A. Making Subject Matter Comprehensible to Students B. Assessing Student Learning C. Engaging and Supporting Students in Learning D. Planning Instruction and Designing Learning Experiences for Students. 0 = Unacceptable 1 = Beginning 2 = Emerging 3 = Applying 4 = Integrating/Innovative	Candidates completing SPD 681 B will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.	95% of candidates will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.	Findings for SPD 681 B Student Teaching-Summative Assessment			X	X	X	X		X	
			Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII	SPD622 – Assessment Case Study- Student with Disabilities	Direct - Student Artifact	LEARNING OUTCOME 3 :requires three Direct Measures to provide complete evidence of candidate mastery. Candidates complete a case study of a student with disabilities including administering standardized, formal and informal assessments, analysis of assessment findings to inform the development of IEP goals, plans	85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of students will score 21/25 points or better on the case study.	Findings for SPD622 – Assessment Case Study- Student with Disabilities			X	X	X	X		X	
Department of Special Education	Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room	Outcome 4	Demonstrate the ability to focus on student learning using technology tools through systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B. VIII	Candidate Exit Survey	Indirect - Interview	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 4 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey	Findings for Candidate Exit Survey			X						X
			Demonstrate the ability to focus on student learning using technology tools through systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B. VIII	SPD 630 Using Technology – Response to A Case Study	Direct - Student Artifact	Candidates are provided a case study of a student with a mild/moderate disability and is an English Language Learner. In a written respond to the case study candidates describe how they would use technology to (1) assess an individual student's learning, (2) monitor the student's learning over time, (3) provide instruction or academic support, and (4) reflect on how to more fully engage and motivate this student. They identify and describe at least one type of technology or software for each of the 4 listed elements. And (5) they describe how they would identified and share other technological resources, within and outside the school, as supports for this student as well as other students in the	85% of students will score 18/20 points or better on the acceptable target range.	95% of students will score 18/20 points or better on the acceptable target range.	Findings for SPD 630 Using Technology – Response to A Case Study			X						X
			Demonstrate the ability to focus on student learning using technology tools through systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B. VIII	SPD 674 Collaborative Partners- 6 Partnership Principles	Direct - Student Artifact	Candidates are provided an article on Six Partnership Principles. They select three of the six partnerships principles and describe a possible issue for each of the three selected principles Then provide and discuss examples of an action that would lead to distrust and an action that would lead to trust, ethical practice and collaboration with a parent of a child with a disability AND another education professional or service provider.	85% of students will score 10/12 points or better	95% of students will score 10/12 points or better	Findings for SPD 674 Collaborative Partners- 6 Partnership Principles			X						X
Department of Special Education	Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room	Outcome 5	Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the learning community to advance professional practice.	Candidate Exit Survey	Indirect - Survey	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 5 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey	Findings for Candidate Exit Survey					X			X	X
			Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the learning community to advance professional practice.	SPD 674 Collaborative Partners- 6 Partnership Principles	Direct - Student Artifact	Candidates are provided an article on Six Partnership Principles. They select three of the six partnerships principles and describe a possible issue for each of the three selected principles Then provide and discuss examples of an action (the action may include any type of technology) that would lead to distrust and an action that would lead to trust, ethical practice and collaboration with a parent of a child with a disability AND another education professional or service provider.	85% of students will score 10/12 points or better	95% of students will score 10/12 points or better	Findings for SPD 674 Collaborative Partners- 6 Partnership Principles					X			X	X
			Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the learning community to advance professional practice.	SPD 681 B Student Teaching-Summative Assessment	Direct - Other	The National University Support Provider completes a summative assessment at the end of student teaching. Domains C and D pertain to leadership and advocating for students with diverse needs. C. Engaging and Supporting Students in Learning D. Planning Instruction and Designing Learning Experiences for Students.	Candidates completing SPD 681 B will score 3/4 points on the total of questions in Domains C & D on the Summative Student Teaching Assessment.	95% of candidates will score 3/4 points	Findings for SPD 681 B Student Teaching-Summative Assessment					X			X	X
Department of Special Education	Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room	Outcome 6	Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based education literature.	Candidate Exit Survey	Indirect - Survey	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 6 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey			X		X			X	
			Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based education literature.	SPD 695 Understanding Ed. Research- Major Project	Direct - Student Artifact	Candidates choose six peer reviewed education research studies on a research topic that interests them. Studies must be of different research designs. Two must be qualitative. Candidates must use a prescribed format to analyze these articles The analysis templates are accompanied by a 3-5 page paper written in APA format in which the student discusses the insight they have gained into their topic as a result of reading these studies, which of the designs they felt gave them the most information and their criticisms if any of any of the 6 articles.	80% earn an B grade or better - 21 /25 points on assignment	90% earn an B grade or better-21/25 points on assignment	Findings for SPD 695 Understanding Ed. Research- Major Project			X		X			X	
			Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based education literature.	SPD 696 Capstone Project	Direct - Student Artifact	Candidates apply knowledge, skills, and dispositions to complete a culminating project. Candidates identify a topic of interest in their classroom, school, or district; complete of a literature review on topic/area, including a template of each study and a paper involving a synthesis of the literature (minimum of 15 original source research articles) and complete a reflection and analysis of implications of empirical literature for classroom practice. (20 points) Honors - 17 points or more Satisfactory - 12 - 16 points Unsatisfactory - under 12 points	80% earn a grade of Satisfactory - 12 -16 points or 20 points	90% earn a grade of Satisfactory - 12 -16 points of 20 points.	Findings for SPD 696 Capstone Project			X		X			X	
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential	Outcome 1	Integrate professional, legal, and ethical practices when instructing students with disabilities.	Candidate Exit Survey	Indirect - Other	The department implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of candidates will rate the program as meeting their needs in teaching students with disabilities.	Acceptable Target: 95% of candidates will rate the program as meeting their needs in teaching students with disabilities.	Findings for Candidate Exit Survey	Exceeded	Approaching	X		X			X	
			Integrate professional, legal, and ethical practices when instructing students with disabilities.	SPD 616 Legal Timeline Project	Direct - Student Artifact	SPD 616 : Students will review legal cases in special educations such as IDEA 2004 and analyze the etiology of the legislation and its impact on students and schools.	Acceptable Target: 85% of students will score 10/12 points or better on the acceptable target range	Ideal Target: 90% of students will score 10/12 points or better on the research pape	Findings for SPD 616 Legal Timeline Project	Met	Approaching	X		X			X	
			Integrate professional, legal, and ethical practices when instructing students with disabilities.	SPD 622 - Case Study on a Student with Disabilities	Direct - Student Artifact	SPD622 – Signature Assignment – Case Study on a student with disabilities, in which candidates select a student who is struggling, assess them utilizing standardized formal and informal assessments and then develop an IEP.	Acceptable Target: 85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of the students will score 21/25 points or better on the case study.	Findings for SPD 622 - Case Study on a Student with Disabilities	Not Met	Moving Away	X		X			X	
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential	Outcome 2	Teach students who are diverse learners including those who are English language learners.	Candidate Exit Survey	Indirect - Other	The department implemented the new Exit in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Acceptable Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Exceeded	Approaching	X	X	X	X	X	X	X
			Teach students who are diverse learners including those who are English language learners.	SPD608 – Signature Assignment – Case Study	Direct - Student Artifact	SPD608 – Signature Assignment – Case Study of a student with a disabilities including possible modifications and accommodations to the core curriculum.	Target: 85% of students will score 17/20 points or better on the Case Study.	Target: 90% of students will score 17/20 points or better on the Case Study.	Findings for SPD608 – Signature Assignment – Case Study	Not Met	Approaching	X	X	X	X	X	X	X
			Teach students who are diverse learners including those who are English language learners.	SPD628 – Signature Assignment – Case Study	Direct - Student Artifact	SPD628 – Signature Assignment – Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	Acceptable Target: 85% of students will score 25/30 points or better on the Case Study.	Acceptable Target: 90% of students will score 25/30 points or better on the Case Study.	Findings for SPD628 – Signature Assignment – Case Study	Met	Approaching	X	X	X	X	X	X	X
			Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	Candidate Exit Survey	Indirect - Other	The department implemented the new Exit Survey September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Acceptable Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching	X	X	X	X	X	X	X

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Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential	Outcome 3	Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	SPD616 –Signature Assignment- Collaboration Pla	Direct - Student Artifact	SPD616 –Signature Assignment – Collaboration Plan Candidates will create a professional collaboration Plan on collaborative practices to utilize with parents, professionals, and other key stakeholders.	Acceptable Target: 85% of students will score 12.5/15 points or better on the collaboration plan.	Ideal Target: 90% of students will score 12.5/15 points or better on the colaboration plan plan.	Findings for SPD616 –Signature Assignment- Collaboration Pla	Met	Approaching		X	X	X	X	X	X
			Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	SPD622 – Signature Assignment – Case Study on a student with disabilities	Direct - Student Artifact	SPD622 – Signature Assignment – Case Study on a student with disabilities, in which candidates select a student who is struggling, assess them utilizing standardized formal and informal assessments and then develop an IEP.	Acceptable Target: 85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of students will score 21/25 points or better on the case study.	Findings for SPD622 – Signature Assignment – Case Study on a student with disabilities	Not Met	Moving Away		X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential	Outcome 4	Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.	Candidate Exit Survey	Indirect - Other	The department currently implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Acceptable Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching	X	X	X	X	X	X	
			Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.	SPD622 – Signature Assignment – Case Study on a student with disabilities	Direct - Student Artifact	SPD622 – Signature Assignment – Case Study on a student with disabilities including administering standardized, formal and informal, assessments and completing an IEP.	Acceptable Target: 85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of students will score 21/25 points or better on the case study.	Findings for SPD622 – Signature Assignment – Case Study on a student with disabilities	Not Met	Moving Away	X	X	X	X	X	X	
			Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.	SPD628 – Signature Assignment – Case Study	Direct - Student Artifact	SPD628 – Signature Assignment – Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	Acceptable Target: 85% of students will score 25/30 points or better on the case study.	Acceptable Target: 90% of students will score 25/30 points or better on the case study.	Findings for SPD628 – Signature Assignment – Case Study	Met	Approaching	X	X	X	X	X	X	
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential	Outcome 5	Develop evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with disabilities.	Candidate Exit Survey	Indirect - Other	The department implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Ideal Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Exceeded	Approaching		X	X		X		X
			Develop evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with disabilities.	SPD 608 Signature Assignment Case Study	Direct - Student Artifact	SPD608 – Signature Assignment – Case Study of a student with a disability including possible modifications and accommodations to the core curriculum.	Acceptable Target: Target: 85% of students will score 17/20 points or better on the Case Study.	Ideal Target: Target: 90% of students will score 17/20 points or better on the Case Study.	Findings for SPD 608 Signature Assignment Case Study	Met	Moving Away		X	X		X		X
			Develop evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with disabilities.	SPD628 Signature Assignment - Case Study	Direct - Student Artifact	Details/Description: SPD628 – Signature Assignment – Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	Acceptable Target: Acceptable Target: 85% of students will score 25/30 points or better on the Case Study.	Ideal Target: Acceptable Target: 90% of students will score 27/30 points or better on the Case Study.	Findings for SPD628 Signature Assignment - Case Study	Met	Approaching		X	X		X		X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential	Outcome 6	Transition students between educational environments and programs as well as into successful post school experiences.	Candidate Exit Survey	Indirect - Other	The department implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Ideal Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Not Met	Moving Away		X	X	X	X		X
			Transition students between educational environments and programs as well as into successful post school experiences.	SPD 614 - Signature Assignment Classroom Management and Organizational Plan	Direct - Student Artifact	SPD614 –Signature Assignment – Candidates will develop a Classroom Management and Behavior Plan for a M/M or M/S classroom. This plan will include classroom organization and management and behavior support plans.	Acceptable Target: 85% of students will score 17/20 points or better on the Classroom Management and Organizational Plan	Ideal Target: 90% of students will score 17/20 points or better on the Classroom Management and Organizational Plan.	Findings for SPD 614 - Signature Assignment Classroom Management and Organizational Plan	Met	Approaching		X	X	X	X		X
			Transition students between educational environments and programs as well as into successful post school experiences.	SPD616 –Signature Assignment – Transition Plan	Direct - Student Artifact	SPD616 –Signature Assignment – Transition Plan Candidates will create a transition plan for a student based on a case study.	Acceptable Target: 85% of students will score 12.5/15 points or better on the transition plan.	Acceptable Target: 90% of students will score 12.5 / 15 points or better on the transition plan.	Findings for SPD616 –Signature Assignment – Transition Plan	Met	Approaching		X	X	X	X		X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: DHH	Outcome 2	Communicate using a variety of strategies in signed and spoken language to interact directly and effectively with students who are deaf and hard of hearing, deaf-blind and/or with additional disabilities.	ASLPI or Equivalent	Direct - Exam	ASLPI is an evaluation of an individual's ASL skills. This exam measures both expressive and receptive Sign skills. Scores range from 0 to 5.	85% of Candidates receive a score of 4 or above prior to beginning Clinical Practice.	95% of Candidates receive a score of 4 or above prior to beginning Clinical Practice.				X	X	X	X		X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: DHH	Outcome 3	Apply techniques that develop age appropriate language and cognitive skills, using both visual (signed) and/or auditory (spoken) input for students who are deaf or hard of hearing including those who are deaf-blind with additional disabilities.	Literary Case Study - Signature Assignment	Direct - Student Artifact	Candidates assess the literacy skills of a DHH school-age child and plan instruction based on the assessment results.	85% of Candidates earn a score of 27 or above on Literacy Case Study Rubric	95% of Candidates score a score of 29 or above on the Literacy Case Study Rubric.				X		X		X		X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/M	Outcome 1	Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013 .	85% of respondents will report Satisfied/Highly Satisfied on the survey .	90% of respondents will report Satisfied/Highly satisfied on the survey .	Findings for Exit Survey	Met	Approaching	X		X			X	
			Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.	SPD 632 Faculty Presentation (PowerPoint Presentation)	Direct - Student Artifact	Candidates develop a faculty presentation consisting of a PowerPoint, and outline of specific talking points for each slide and a set of handouts covering two disabilities. Content covers characteristics of the selected disabilities (cognitive/perceptual characteristics, language characteristics, social-emotional functioning in academic settings); faculty roles and responsibilities in the IEP process; useful classroom and instructional accommodations; rationale for each suggested accommodation; and estimate of cost and impact of each accommodation.	85% of students will score 21.3/25 points or better on the acceptable target range.	90% of students will score 21.3/25 points or better on the acceptable target range.	Findings for SPD 632 Faculty Presentation (PowerPoint Presentation)	Exceeded	Exceeded	X		X			X	
			Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.	SPD 636 Math Unit of Instruction	Direct - Student Artifact	Candidates develop a comprehensive unit of instruction in mathematics for a student with M/M disabilities which includes evidence based strategies for developing basic computation and problems solving skills in mathematics, having at least 5 lesson plans (with technology), and design a curriculum based measure for determining progress within the unit of instruction, all of which meet the specific IEP goal(s) of the student.	85% of students will score 25.5/30 points or better on the acceptable target range.	90% of students will score 25.5/30 points or better on the acceptable target range.	Findings for SPD 636 Math Unit of Instruction	Not Met	Moving Away	X		X			X	
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/M	Outcome 2	Evaluate a variety of appropriate assessment procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	85% of respondents will report Satisfied/Highly Satisfied on the survey.	90% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Exit Survey	Met	Approaching		X	X	X	X	X	X
			Evaluate a variety of appropriate assessment procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.	SPD 634 Case Study/Curriculum Based Assessment	Direct - Student Artifact	Candidate writes a case study by analyzing student's test scores, decides which information is missing, determines which test will supply this information, assesses a student with the appropriate instruments, analyzes results, writes a report for the IEP team, and creates appropriate IEP goals/objectives. They must use one of the curriculum based assessments they created in the report and write a self reflection on their assessment and the use of their curriculum based assessment	85% of students will achieve 12.8/15 points or better on the acceptable target range.	90% of students will achieve 12.8/15 points or better on the acceptable target range.	Findings for SPD 634 Case Study/Curriculum Based Assessment	Exceeded	Approaching		X	X	X	X	X	X
			Evaluate a variety of appropriate assessment procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.	SPD 636 Math Unit of Instruction	Direct - Student Artifact	Candidates develop a comprehensive unit of instruction in mathematics for a student with M/M disabilities which includes selection of an appropriate assessment(s), evidence based strategies, and core curriculum standards for developing basic computation and problems solving skills in mathematics, having at least 5 lesson plans (with technology), and design a curriculum based measure for determining progress within the unit of instruction	85% of students will score 25.5/30 points or better on the acceptable target range.	90% of students will score 25.5/30 points or better on the acceptable target range.	Findings for SPD 636 Math Unit of Instruction	Not Met	Moving Away		X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/M	Outcome 3	Maintain appropriate educational environments and positive behavioral support to include the school wide behavior support process for students with M/M disabilities and autism.	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	85% of respondents will report Satisfied/Highly Satisfied on the survey.	90% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Exit Survey			X	X	X	X	X	X	X
			Maintain appropriate educational environments and positive behavioral support to include the school wide behavior support process for students with M/M disabilities and autism.	SPD 614 Signature Assignment - Classroom Organization and Management Plan	Direct - Student Artifact	Candidates will design a comprehensive Classroom Organization and Management Plan that describes basic rules, procedures, and strategies for interventions for their own classroom, including positive behavioral supports and a tie-in to the school-wide behavior support plan.	85% of students will score 17/20 points or better on the acceptable target range.	90% of students will score 17/20 points or better on the acceptable target range.	Findings for SPD 614 Signature Assignment - Classroom Organization and Management Plan	Exceeded	Approaching	X	X	X	X	X	X	X
			Maintain appropriate educational environments and positive behavioral support to include the school wide behavior support process for students with M/M disabilities and autism.	SPD 632 Faculty Presentation (PowerPoint Presentation)	Direct - Student Artifact	The presentation consists of a PowerPoint, an outline of specific talking points for each slide, and a set of handouts. Content covers characteristics of the selected disabilities (cognitive/perceptual characteristics, language characteristics, social-emotional/behavioral functioning in academic settings); useful classroom and instructional accommodations to encourage positive behavior and provide a supportive environment; rationale for each suggested accommodation; estimate of cost and impact of each accommodation.	85% of students will score 21.3/25 points or better on the acceptable target range.	90% of students will score 21.3/25 points or better on the acceptable target range.	Findings for SPD 632 Faculty Presentation (PowerPoint Presentation)	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/M	Outcome 4	Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with M/M disabilities and autism	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	85% of respondents will report Satisfied/Highly Satisfied on the survey.	90% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Exit Survey	Met	Approaching	X	X	X	X	X	X	X
			Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.	MM Clinical Practice Summative Assessment - Total Domain Scores for Domains A - F	Direct - Other	The National University Support Provider completes a summative assessment at the end of Clinical practice and submits electronically. Domains A - F all pertain to curriculum, instruction, and assessment.	85% of candidates completing SPD 682B will score 3/4 points (0-4 scale) on the total of questions in Domains A - F on the Summative Clinical Practice Assessment. 0 = Unacceptable 1 = Beginning 2 = Emerging 3 = Applying	90% of candidates will score 3/4 points on the total of questions in Domains A - F on the Summative Clinical Practice Assessment.				X	X	X	X	X	X	X
			Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.	SPD 636 Math Unit of Instruction	Direct - Student Artifact	Candidates develop a comprehensive unit of instruction in mathematics for a student with M/M disabilities which includes evidence based strategies for developing basic computation and problems solving skills in mathematics(using core curriculum standards), having at least 5 lesson plans (with technology), and design a curriculum based measure for determining progress within the unit of instruction.	85% of students will score 25.5/30 points or better on the acceptable target range.	90% of students will score 25.5/30 points or better on the acceptable target range.	Findings for SPD 636 Math Unit of Instruction	Not Met	Moving Away	X	X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/M	Outcome 5	Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	85% of respondents will report Satisfied/Highly Satisfied on the survey.	90% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Exit Survey	Met	Approaching		X	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.	SPD 634 Signature Assignment - Case Study/Curriculum Based Assessment	Direct - Student Artifact	Candidate writes a case study by analyzing student's test scores, decides which information is missing, determines which test will supply this information, assesses a student with the appropriate instruments, analyzes results, writes a report for the IEP team, determines whether all legal and instructional requirements are met, and creates appropriate IEP goals/objectives. They must use one of the curriculum based assessments they created in the report and write a self reflection on their assessment and the use of their curriculum based assessment	85% of students will achieve 12.8/15 points or better on the acceptable target range.	90% of students will achieve 12.8/15 points or better on the acceptable target range.	Findings for SPD 634 Signature Assignment - Case Study/Curriculum Based Assessment	Exceeded	Approaching		X	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.	SPD 638 Signature Assignment - Lesson Differentiation	Direct - Student Artifact	In collaboration with a general education teacher, lesson plans are differentiated for a reading/language arts unit of instruction ensuring the instructional needs of the student are met, as well as the legal requirements of the student's IEP.	85% of students will score 17/20 points or better on the acceptable target range.	90% of students will score 17/20 points or better on the acceptable target range.	Findings for SPD 638 Signature Assignment - Lesson Differentiation	Not Met	Approaching		X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S	Outcome 1	Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting placement decisions, assessments, IEP development, and instruction	Clinical Practice Assessment M/S questions 1-6 (Domain A)	Direct - Other	DOMAIN A: MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS has 6 items scored as part of clinical practice, with a range of 0-4 points per item. TPE 1 is addressed.	85% of candidates will score 20.4/24 points or better passing score.	90% of candidates will score 20.4/24 points) or better passing score.	Findings for Clinical Practice Assessment M/S questions 1-6 (Domain A)	Met	Approaching	X		X			X	
			Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting placement decisions, assessments, IEP development, and instruction	Exit Survey	Indirect - Survey	Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the M/S Authorization Program.	85% of respondents will report Agree or Strongly Agree on the survey ( ).	90% of respondents will report Agree or Strongly Agree on the survey ( ) .	Findings for Exit Survey	Exceeded	Approaching	X		X			X	
			Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting placement decisions, assessments, IEP development, and instruction	SPD642 signature assignment – Unit of Instruction	Direct - Student Artifact	Collaborative Unit of Instruction with 3 Lesson Plans to teach students with moderate/severe disabilities. Lessons will be based on CA grade level content standards in Math, Science and Functional Life Skills in communication or social skills; two lessons needs Common Core Standards. Course and Rubric were revised 11/2014.	85% of candidates will score 16/20 points or better on the acceptable target range .	90% of candidates will score 16/20 points or better on the ideal target range.	Findings for SPD642 signature assignment – Unit of Instruction	Exceeded	Exceeded	X		X			X	
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S	Outcome 2	Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.	Clinical Practice Assessment M/S questions 19-28 (Domain D)	Direct - Other	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS has 9 items scored as part of clinical practice, with a range of 0-4 points per item. TPEs 8 & 9 are addressed.	85% of candidates will score 34/40 points or better on the acceptable target range .	90% of candidates will score 34/40 points or better on the ideal target range .	Findings for Clinical Practice Assessment M/S questions 19-28 (Domain D)	Met	Approaching	X	X	X	X	X	X	X
			Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.	Exit Survey	Indirect - Survey	Details/Description: Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the M/S Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( )	Findings for Exit Survey	Met	Approaching	X	X	X	X	X	X	X
			Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.	SPD648 Comprehensive Service Delivery Plan	Direct - Student Artifact	SPD648 Medical & Asst Tech issues M/S Signature Assignment Assignment: Comprehensive Service Delivery Comprehensive Service Delivery Plan (Signature Assignment, 30 points) (CLO1, CLO3, CLO4)	85% of candidates will achieve 25.5/30 points or better on the acceptable target range.	90% of candidates will score 27/30 points or better on the Ideal target range.	Findings for SPD648 Comprehensive Service Delivery Plan	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S	Outcome 3	Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings	Clinical Practice Assessment M/S	Direct - Other	All domains of the Clinical Practice assessments will be included TPEs 1 to 13	85% of candidates will score 170/200 points or better on the acceptable target range.	90% of candidates will score 170/200 points or better on the ideal target range.	Findings for Clinical Practice Assessment M/S	Met	Approaching		X	X	X	X	X	X
			Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.	Exit Survey	Indirect - Survey	Details/Description: Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the M/S Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( )	Findings for Exit Survey	Exceeded	Approaching		X	X	X	X	X	X

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	M/S		Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.	SPD644 signature assignment – Post Secondary Transition Plan for Students with M/	Direct - Student Artifact	SPD 644 Life Skills & Transitions M/S Unit 4 : Signature Course Assignment (30 points) Post-Secondary Transition Plan Develop a Post-Secondary Transition Plan	85% of candidates will score 25.5/30 points or better on the acceptable target range.	90% of candidates will score 27/30 points or better on the ideal target range.	Findings for SPD644 signature assignment – Post Secondary Transition Plan for Students with M/	Exceeded	Exceeded		X	X	X	X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S	Outcome 4	Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	Clinical Practice Assessment M/S questions 29-41 (Domain E)	Direct - Other	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING has 13 items scored as part of clinical practice, with a range of 0-4 points per item. TPEs 10 & 11 are addressed.	85% of candidates will score 44.2/52 points or better on the acceptable target range.	90% of candidates will score 44.2/52 points or better on the ideal target range.	Findings for Clinical Practice Assessment M/S questions 29-41 (Domain E)	Met	Approaching		X	X	X	X		X
			Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	Exit Survey	Indirect - Survey	Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the M/S Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( )	Findings for Exit Survey	Exceeded	Approaching		X	X	X	X		X
			Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	SPD646 signature assignment – Developing a Behavior Intervention Plan Paper	Direct - Student Artifact	SPD646 Positive Behavior Support, Communication, and Social Skills Instruction for Students with M/S Signature Assignment Developing a Behavior Intervention Plan Paper	85% of candidates will score 17/20 points or better on the acceptable target range.	90% of candidates will score 17/20 points or better on the ideal target range.	Findings for SPD646 signature assignment – Developing a Behavior Intervention Plan Paper	Exceeded	Approaching		X	X	X	X		X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S	Outcome 5	Analyze the movement, mobility, sensory and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.	Clinical Practice Assessment M/S questions 29-41 (Domain E)	Direct - Other	CREATING & MAINTAINING AND EFFECTIVE ENVIRONMENT FOR STUDENTS' LEARNING has 13 items of clinical practice, with a range of 0-4 point per item. TPEs 10 & 11 are addressed.	85% of candidates will score 44.2/52 points or better on the acceptable target range.	90% of candiates will score 44.2/52 points or better on the ideal target range.	Findings for Clinical Practice Assessment M/S questions 29-41 (Domain E)	Met	Approaching	X	X	X		X	X	X
			Analyze the movement, mobility, sensory and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.	Exit Survey	Indirect - Survey	Details/Description: Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the M/S Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( )	Findings for Exit Survey	Exceeded	Approaching	X	X	X		X	X	X
			Analyze the movement, mobility, sensory and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.	SPD648 Comprehensive Service Delivery Plan	Direct - Student Artifact	SPD648 Medical & Asst Tech issues M/S Signature Assignment Assignment: Comprehensive Service Delivery Comprehensive Service Delivery Plan (Signature Assignment, 30 points) (CLO1, CLO3, CLO4) In this assignment you will develop a Comprehensive Service Delivery Plan	85% of candidates will score 25.5/30 points or better on the acceptable target range.	90% of candidates will score 27/30 points or better on the ideal target range.	Findings for SPD648 Comprehensive Service Delivery Plan	Exceeded	Exceeded	X	X	X		X	X	X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S	Outcome 6	Exhibit collaborative case management to coordinate the IEP processes and the various transitions experienced by students with Moderate/Severe/Profound disabilities while addressing the legal and instructional requirements of their IEPs.	Clinical Practice Assessment M/S questions 29-42; (Domain E)	Direct - Other	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING has 13 items scored as part of clinical practice, with a range of 0-4 points per item. TPEs 10 & 11 are addressed.	85% of candidates will score 44.2/52 points or better on the acceptable target range.	90% of candidates will score 44.2/52 points or better on the ideal target range.	Findings for Clinical Practice Assessment M/S questions 29-42; (Domain E)	Met	Approaching		X	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IEP processes and the various transitions experienced by students with Moderate/Severe/Profound disabilities while addressing the legal and instructional requirements of their IEPs.	Exit Survey	Indirect - Survey	Details/Description: Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the M/S Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( )	Findings for Exit Survey	Met	Approaching		X	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IEP processes and the various transitions experienced by students with Moderate/Severe/Profound disabilities while addressing the legal and instructional requirements of their IEPs.	SPD 642 Interactive Lesson Plan	Direct - Student Artifact	THIS MEASURE HAS BEEN REPLACED BY THE COLLABORATIVE LESSON PLAN UNIT SIGNATURE ASSIGNMENT. Interactive Grade-Alike Group Lesson Plan and Threaded Discussion (Creating English-Language Arts Goals and Activities for M/S Students from the CA Content Standards – Interactive Lesson Planning Activity for Unit 3 for students with physical or other health impairments or multiple disabilities.)	85% of candidates will score 16/20 points or better at the acceptable target range.	90% of candidates will score 16/20 points or better at the ideal target range.	Findings for SPD 642 Interactive Lesson Plan	Exceeded	Exceeded		X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	ECE 330 Field Experience Observation #2	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on the assignment.	90% of candidates will score 85% or better on the assignment.	Findings for ECE 330 Field Experience Observation #2			X				X	
			Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	ECE 450 Disposition Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better.	90% of candidates will score 85% or better.	Findings for ECE 450 Disposition Assignment			X				X	
			Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450.	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded	X				X	
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 2	Develop oral, written and technological skills for communicating with families and very young children.	ECE 420 Newsletter	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on the assignment.	90% of candidates will score 85% or better on the assignment.	Findings for ECE 420 Newsletter				X				
			Develop oral, written and technological skills for communicating with families and very young children.	ECE 440 Assignment Use, Analysis and Application Project	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 440 Assignment Use, Analysis and Application Project				X					
			Develop oral, written and technological skills for communicating with families and very young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded		X					
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 3	Create environments that are healthy, respectful, supportive, and challenging for young children.	ECE 443 Learning Center Paper	Direct - Student Artifact	(1) Select or create a unit of study of your choice for a Learning Center, consisting of 4 lesson plans. List 4 Student Learning Outcomes for the unit. Write a paper (A) describing how this unit is developmentally appropriate (DAP) for your selected grade level, (B) describe how all children can participate independently as they are capable in the Learning Center activities, (C) discuss what strategies to be used to guide the collaborative learning of a child with and a child without a disability in participating in center activities, and (D) describing how you will evaluate the effectiveness of this learning center in meeting the 6 Course Learning Outcomes for this course. This paper will be in APA format. (2) Create an activity grid for your center using the 8 Multiple Intelligences- state at least one activity for each intelligence. (3) Under each activity on the above grid, list a modification or adaptation for children with the following special needs- Specific Learning Disability (SLD), Autism (mild), and Visual Impairment(mild). Include an example of an IEP goal for each of the 3 disabilities that could be met in one of the activities. EX: (Autism) 'Peter will initiate a conversation with a peer….' Place this IEP goal under the appropriate activity. (4) Under each activity on the same grid list at least one modification and or support for a child who is an English Language Learner	80% of candidates will score 85% or better on the assignment.	90% of candidates will score 85% or better on the assignment.	Findings for ECE 443 Learning Center Paper			X		X	X	X		X
			Create environments that are healthy, respectful, supportive, and challenging for young children.	ECE 445 Developmentally Appropriate Classroom Assignment	Direct - Student Artifact	This course provides an overview of the many different challenging behaviors present in the classroom and effective strategies for meeting these challenges. Teaching strategies related to challenging behaviors will be viewed from the perspective of early childhood development within a social and cultural context. Course topics and content will include a review of learning and developmental theories as well as a look at the roles both curriculum and teacher beliefs can play in contributing to and preventing challenging behavior in the classroom. Effective strategies, including but not limited to the use of guidance principles that support active learning, differentiated instructional practices that support diverse learning needs, including Specifically Designed Academic Instruction in English (SDAIE), and ways to include the child's community, will be covered. A field work component is included in the coursework. Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 445 Developmentally Appropriate Classroom Assignment			X		X	X	X		X
			Create environments that are healthy, respectful, supportive, and challenging for young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Met	Exceeded	X		X	X	X		X
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 4	Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.	ECE 410 Observation	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 410 Observation					X	X			
			Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 415 Unit Plan					X	X			
			Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded			X	X			
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 5	Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 415 Unit Plan					X	X			
			Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 430 Case Study Signature Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 430 Case Study Signature Assignment					X	X			
			Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded			X	X			
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	ECE 450 Disposition Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 450 Disposition Assignment						X			
			Demonstrate ethical, legal, and professional standards in early childhood practice.	ECE 464 Case Study	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses .	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 464 Case Study						X			
			Demonstrate ethical, legal, and professional standards in early childhood practice.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded				X			
Department of Teacher Education	Bachelor of Arts Early Childhood Education	Outcome 7	Create positive relationships and supportive interactions with young children.	ECE 430 Case Study Signature Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 430 Case Study Signature Assignment				X	X				X
			Create positive relationships and supportive interactions with young children.	ECE 450 Field Experience Goal Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 450 Field Experience Goal Assignment				X	X				X
			Create positive relationships and supportive interactions with young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded		X	X				X
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	ECE 330 Field Experience 2	Direct - Student Artifact	Identify and visit two different licensed child care programs in your area for at least two and a half hours each. Remember, child care programs include family child care providers, and child care centers. Include the name, address, and phone number of the sites and the names of the Supervisors and Teachers, or Providers in your paper. Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X		X			X	
			Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	Student Satisfaction Survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	Acceptable target: 80% of candidates will express overall satisfaction with the program..	Ideal target: 90% of candidates will express overall satisfaction with the program.				X		X			X	
			Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	TED 530 A B	Direct - Other	Student Teaching Assessment from March 2014 through February 2015.	100%					X		X			X	
			Develop oral, written, and technological skills for communicating with families and young children.	ECE 420 Newsletter	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X	X				X	X

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Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 2	Develop oral, written, and technological skills for communicating with families and young children.	ECE 440 Use, Analysis and Application Process	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X	X				X	X
			Develop oral, written, and technological skills for communicating with families and young children.	Student Satisfaction Survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	Acceptable target: 80% of candidates will express overall satisfaction with the program.	Ideal target: 90% of candidates will express overall satisfaction with the program.				X	X				X	X
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 3	Create environments that are healthy, respectful, supportive, and challenging for young children.	ECE 443 Learning Center Paper	Direct - Student Artifact	(1) Select or create a unit of study of your choice for a Learning Center, consisting of 4 lesson plans. List 4 Student Learning Outcomes for the unit. Write a paper (A) describing how this unit is developmentally appropriate (DAP) for your selected grade level, (B) describe how all children can participate independently as they are capable in the Learning Center activities, (C) discuss what strategies to be used to guide the collaborative learning of a child with and a child without a disability in participating in center activities, and (D) describing how you will evaluate the effectiveness of this learning center in meeting the 6 Course Learning Outcomes for this course. This paper will be in APA format. (2) Create an activity grid for your center using the 8 Multiple Intelligences- state at least one activity for each intelligence. (3) Under each activity on the above grid, list a modification or adaptation for children with the following special needs- Specific Learning Disability (SLD), Autism (mild), and Visual Impairment(mild). Include an example of an IEP goal for each of the 3 disabilities that could be met in one of the activities. EX: (Autism) 'Peter will initiate a conversation with a peer….' Place this IEP goal under the appropriate activity. (4) Under each activity on the same grid list at least one modification and or support for a child who is an English Language Learner Rubric used to evaluate work in online, on-ground and hybrid courses March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better	Findings for ECE 443 Learning Center Paper			X		X		X	
			Create environments that are healthy, respectful, supportive, and challenging for young children.	ECE 445 Developmentally Appropriate Classroom Assignment	Direct - Student Artifact	This course provides an overview of the many different challenging behaviors present in the classroom and effective strategies for meeting these challenges. Teaching strategies related to challenging behaviors will be viewed from the perspective of early childhood development within a social and cultural context. Course topics and content will include a review of learning and developmental theorists as well as a look at the roles both curriculum and teacher beliefs can play in contributing to and preventing challenging behavior in the classroom. Effective strategies, including but not limited to the use of guidance principles that support active learning, differentiated instructional practices that support diverse learning needs, including Specifically Designed Academic Instruction in English (SDAIE), and ways to include the child's community, will be covered. A field work component is included in the coursework. Multi-Year Plan March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X		X		X	
			Create environments that are healthy, respectful, supportive, and challenging for young children.	Student Satisfaction Survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	Acceptable target: 80% of candidates will express overall satisfaction with the program	Ideal target: 90% of candidates will express overall satisfaction with the program				X			X		X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 4	Use systematic observations, documentation, and assessment strategies in partnership with families and other professionals to positively influence children's development and learning.	ECE 410 Observation	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X	X		X		X	X
			Use systematic observations, documentation, and assessment strategies in partnership with families and other professionals to positively influence children's development and learning.	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X	X		X		X	X
			Use systematic observations, documentation, and assessment strategies in partnership with families and other professionals to positively influence children's development and learning.	Student Satisfaction Survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	Acceptable target: 85% of candidates will express overall satisfaction with the program.	Ideal target: 95% of candidates will express overall satisfaction with the program.				X	X		X		X	X
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 5	Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 through February 2015.	85% of candidates will score 85% or better	95% of candidates will score 85% or better				X	X	X				
			Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 430 Case Study Signature Assignment	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X	X	X				
			Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	Student satisfaction survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.				X	X	X				
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	ECE 464 Case Study	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses in March 2014 to February 2015	80% of candidates will score 85% or better	90% of candidates will score 85% or better				X	X			X		
			Demonstrate ethical, legal, and professional standards in early childhood practice.	Student Satisfaction Survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	Acceptable target: 80% of candidates will express overall satisfaction with the program..	Ideal target: 90% of candidates will express overall satisfaction with the program.				X	X			X		
			Demonstrate ethical, legal, and professional standards in early childhood practice.	TED 530 A/B	Direct - Other	Student Teaching Assessment for March 2014 to February 2015	100% passing rate of 3.0 or better.					X	X			X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 9	Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.	Employer Survey	Indirect - Survey	Survey will be developed and analyzed by Office of Educational Effectiveness.						X	X	X			X	
			Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 530 A/B	Direct - Other	Supervisor's Assessment of Lesson Planning, March 2014 - February 2015	80% will achieve a passing rate on the Lesson Plan.					X	X	X			X	
			Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 531 A/B	Direct - Exam	Candidate score on TPA Tasks 3 and 4 will be 3.0 and greater	100% pass rate					X	X	X			X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with PMSTC	Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	Employer Survey	Indirect - Survey	Employer survey to be developed, administered and analyzed by the Office of Educational Effectiveness.						X	X	X		X	X	X
			Utilize different teaching strategies to accomplish the teaching and learning goals.	TED 430 Lesson Plan for Scaffolding Instruction	Direct - Student Artifact	Candidate performance on Standards Based Lesson Plan for Scaffolding Instruction						X	X	X		X	X	X
			Utilize different teaching strategies to accomplish the teaching and learning goals.	TPA 1 - 4	Direct - Exam	Candidate performance on TPA's 1 - 4, 100% pass rate.						X	X	X		X	X	X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	1 demonstrate an understanding	demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information	Annotated Bibliography	Direct - Student Artifact	In BIS 301 Intro to Interdisciplinary Studies, candidates will create and submit an annotated bibliography centered around the interdisciplinary project. This assignment has a rubric.	80% of students earn 85% or better on each assignment	90% of students will score 90% or better on total "paper" rubric points..	Findings for Annotated Bibliography			X	X	X				
			demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information	Knowledge Research Paper	Direct - Student Artifact	In BIS 499 Interdisciplinary Studies, candidates will conduct research and write a knowledge research paper. A rubric is associated with this assignment.	80% of students earn 85% or better on each assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Knowledge Research Paper			X	X	X				
			demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, OIRA will send out the Program Exit Survey to all candidates.	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey			X	X	X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	2 explain the integration of knowledge	explain the integration of knowledge in a global context and engage in collaborative research across disciplines	Final Paper	Direct - Student Artifact	In BIS 499 Interdisciplinary Studies, candidates will write a final paper.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Final Paper				X				X	
			explain the integration of knowledge in a global context and engage in collaborative research across disciplines	Powerpoint Presentation	Direct - Student Artifact	During BIS 401 Practice in Interdisciplinary Studies, candidates will create and submit a powerpoint presentation. There is a rubric for this assignment	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Powerpoint Presentation				X				X	
			explain the integration of knowledge in a global context and engage in collaborative research across disciplines	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, OIRA will send out the Program Exit Survey to all candidates.	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey				X				X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	3 identify and appreciate the cultural perspectives	identify and appreciate the cultural perspectives of world views	Final Paper	Direct - Student Artifact	During BIS 499 Interdisciplinary Studies, candidates will write a final paper.	80% of students earn 85% or better on each assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Final Paper						X			
			identify and appreciate the cultural perspectives of world views	Paper on Global Perspectives	Direct - Student Artifact	During SOC 350 Cultural Diversity, candidates will write a paper on global perspectives.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Paper on Global Perspectives						X			
			identify and appreciate the cultural perspectives of world views	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, candidates will complete the program exit survey sent out by OIRA.	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey						X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	4 use information communications technology	use information communications technology for knowledge sharing and the interdisciplinary approach	Final Paper	Direct - Student Artifact	During COM 380 Democracy in and Info Age, candidates write a final paper.	80% of students earn 85% or better on the assignment.	90% of students will score 90% or better on total "paper" rubric points.	Findings for Final Paper						X			
			use information communications technology for knowledge sharing and the interdisciplinary approach	Multimedia Power point	Direct - Student Artifact	In BIS 499 Interdisciplinary Studies, candidates will create a multimedi power point that focuses on two or more disciplines and using more than one technological approach	80% of students will score 85% or better total "paper" rubric points.	90% of students will score 90% or better on total "paper" rubric points.	Findings for Multimedia Power point						X			
			use information communications technology for knowledge sharing and the interdisciplinary approach	Program Exit survey	Indirect - Survey	After completing student teaching, candidates will complete the program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit survey						X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	5 demonstrate a deep and flexible understanding	demonstrate a deep and flexible understanding of subject matter	Comprehensive Research Project	Direct - Student Artifact	During BIS 499 interdisciplinary Studies candidates will conduct a comprehensive research project around the the chosen subject matter.	80% of students earn 85% or better on the assignment	90% of students earn 85% or better on the assignment	Findings for Comprehensive Research Project					X				
			demonstrate a deep and flexible understanding of subject matter	PRAXIS II	Direct - Exam	All candidates must take and pass PRAXIS II, the subject matter competency test, before that can student teach.	100% of candidates must pass.	100% of candidates must pass.	Findings for PRAXIS II					X				
			demonstrate a deep and flexible understanding of subject matter	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, candidates must complete the program exit survey sent out by OIRA.	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey						X			

Sandord College of Education
2016 Outcome Assessment

Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	6 demonstrate applications of educational technology	demonstrate applications of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students; this was originally one-split int for clarity and language	Final Paper	Direct - Student Artifact	During TED 420 Diversity in Schooling, candidates write a final paper.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for Final Paper			X	X	X	X			
			demonstrate applications of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students; this was originally one-split int for clarity and language.	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey			X	X	X	X			
			demonstrate applications of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students; this was originally one-split int for clarity and language	Technology Project	Direct - Other	During TED 430 Special Needs Students, candidates create a technology projects.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for Technology Project	Met	Exceeded	X	X	X	X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	7 demonstrate knowledge of child	demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domain	Paper	Direct - Student Artifact	During TED 310 Development and Learning, candidates write a paper.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for Paper				X	X				
			demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains	Program Exit Survey	Indirect - Survey	AFter completing student teaching, candidates must complete an exit survey sent out by OIRA.	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey				X	X				
			demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domain	Teacher Interview Essay	Direct - Student Artifact	During TED 430 Special Needs Students, candidates conduct and teacher interview.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for Teacher Interview Essay				X	X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	8 utilize different teaching strategies	utilize different teaching strategies to accomplish the teaching and learning goals	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X				X
			utilize different teaching strategies to accomplish the teaching and learning goals	Standards-based Lesson Plan	Direct - Student Artifact	During TED 450 Methods of Teaching English, candidates create a standards-based lesson plan.	70% of students will score 80% or better total 'Lesson Plan' rubric points	80% of students will score 90% or better on total 'Lesson Plan' rubric points	Findings for Standards-based Lesson Plan					X				X
			utilize different teaching strategies to accomplish the teaching and learning goals	Student Teaching Assessment	Direct - Other	At the end of TED 465C Student Teaching III, the third 4 weeks of student teaching, the NU Universit Supervisor and the Cooperating Teacher must complete an assessment of the candidate's student teaching. Candidates are evaluated on their use of multiple teaching strategies.	90% of students receive scores representing the two highest categories on the CP Assessment form	95% of students receive scores representing the two highest categories on the CP Assessment form	Findings for Student Teaching Assessment					X				X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	9 demonstrate a thorough understanding	demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growt	Classroom Management Essay	Direct - Student Artifact	During TED 440 Leadership and Assessment, candidates create a classroom management essay.	70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Classroom Management Essay				X	X				
			demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey				X	X				
			demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth	Student Teaching Assessment	Direct - Other	At the end of TED 465B Student Teaching II, the second 4 weeks of student teaching, the NU University Supervisor and the Cooperating Teacher must complete an assessment of the candidate's student teaching. Candidates are evaluated on their classroom management and development of learni	90% of students receive scores representing the two highest categories on the CP Assessment form	95% of students receive scores representing the two highest categories on the CP Assessment form	Findings for Student Teaching Assessment				X	X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	10 demonstrate understanding through use	demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growt	Evaluating Differentiated Instruction Essay	Direct - Student Artifact	During TED 440 Leadership and Assessment, candidates will write an essay on evaluating differentiated instruction.	70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Evaluating Differentiated Instruction Essay				X	X			X	
			demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey				X	X			X	
			demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growt	Student Teaching Assessment	Direct - Other	At the end of TED 465B, the second 4 weeks of student teaching, the NU University Supervisor and the Cooperating Teacher must complete an assessment of the candidate's student teaching. Candidates are evaluated on their use of assessment.	90% of students achieve 90% of points on student teaching assessment form.	95% of students receive scores representing the two highest categories on the CP Assessment form	Findings for Student Teaching Assessment				X	X			X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	11 design, implement and evaluate	design, implement and evaluate standards-based lesson plans for learning and achievement n content areas	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey								X	
			design, implement and evaluate standards-based lesson plans for learning and achievement n content areas	Scaffolding Lesson Plan	Direct - Student Artifact	During TED 310 Development and Learning, candidates will design a standards based lesson	70% of students will score 80% or better total 'Lesson Plan' rubric points	80% of students will score 90% or better on total 'Lesson Plan' rubric points	Findings for Scaffolding Lesson Plan								X	
			design, implement and evaluate standards-based lesson plans for learning and achievement n content areas	Student Teaching Assessment	Direct - Other	At the end of 465B, the second four weeks of student teaching, NU University Supervisors and Cooperating Teachers must complete and assessment form. Candidates are evaluated on designing, implementing and evaluating lessons plans in the content area	90% of students receive scores representing the two highest categories on the CP Assessment form	95% of students receive scores representing the two highest categories on the CP Assessment form	Findings for Student Teaching Assessment								X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	12 consider students' knowledge when designing	consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all childre	Content Area Lesson Plan	Direct - Student Artifact	During TED 350 Math and Science Methods, candidates will design a math or science lesson plan.	70% of students will score 80% or better total 'Lesson Plan' rubric points	80% of students will score 90% or better on total 'Lesson Plan' rubric points	Findings for Content Area Lesson Plan					X				
			consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X				
			consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children	Student Teaching Assessment	Direct - Other	At the end of 465B Student Teaching II, the second four weeks of student teaching, NU University Supervisors and Cooperating Teachers must complete and assessment form. Candidates are evaluated on meeting the needs of students in their implementation of curriculum.	90% of students receive scores representing the two highest categories on the CP Assessment form	95% of students receive scores representing the two highest categories on the CP Assessment form	Findings for Student Teaching Assessment					X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	13 adhere to professional standards and ethics	adhere to professional standards and ethics	Essay	Direct - Student Artifact	During TED 440 Leadership and Assessmeny, candidates will write a paper on professionalism.	70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Essay							X		
			adhere to professional standards and ethics	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey							X		
			adhere to professional standards and ethics	Student Teaching Assessment	Direct - Other	At the end of 465D, the fourth four weeks of student teaching, NU University Supervisors and Cooperating Teachers must complete and assessment form. Candidates are evaluated on their involvement in the profession	90% of students receive scores representing the two highest categories on the CP Assessment form	95% of students receive scores representing the two highest categories on the CP Assessment form	Findings for Student Teaching Assessment							X		
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 1	Demonstrate familiarity with major British and American writers and their works.	LIT 311 and LIT 312	Direct - Exam	• LIT 311 British Literature I • LIT 312 British Literature II	70% of students will score 80% or better on the final exams.	80% of students will score 90% or better on the final exams.	Findings for LIT 311 and LIT 312			X	X	X	X	X	X	
			Demonstrate familiarity with major British and American writers and their works.	LIT 321 and LIT 322	Direct - Exam	• LIT 321 American Literature I • LIT 322 American Literature II	70% of students will score 80% or better on the final exams.	80% of students will score 90% or better on the final exams.	Findings for LIT 321 and LIT 322			X	X	X	X	X	X	
			Demonstrate familiarity with major British and American writers and their works.	Program Exit Survey for PLO 1	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 1, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 1			X	X	X	X	X	X	
			Demonstrate knowledge of the major periods and movements of British and American literary histo	LIT 311 and LIT 312	Direct - Other	• LIT 311 British Literature I • LIT 312 British Literature II For each course, the final paper will be used as the Signature Assignmen	70% of students will score 80% or better on total rubric points;	80% of students will score 90% or better on total rubric points.	Findings for LIT 311 and LIT 312			X	X	X	X	X	X	
			Demonstrate knowledge of the major periods and movements of British and American literary histo	LIT 321 and LIT 322	Direct - Exam	• LIT 321 American Literature I • LIT 322 American Literature II The final papers in both classes will be used as the Signature Assignmen	70% of students will score 80% or better on total rubric points.	80% of students will score 90% or better on total rubric points.	Findings for LIT 321 and LIT 322			X	X	X	X	X	X	

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Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 2	Demonstrate knowledge of the major periods and movements of British and American literary histor	Program Exit Survey for PLO 2	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 2, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 2			X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 3	Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of th literary tradition and literary history.	LIT 463: 20th Century World Literature	Direct - Other	Students will address 20th century literary works from diverse cultures and literary traditions. The assigned readings in this course will be outside the North American literary tradition. The major paper will be used as the Signature Assignment.	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 463: 20th Century World Literature			X	X	X	X	X	X	
			Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of th literary tradition and literary history.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students will bring skills in literary study analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 498 English Capstone Course			X	X	X	X	X	X	
			Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of th literary tradition and literary history.	Program Exit Survey for PLO 3	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 3, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 3			X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 4	Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts	LIT 338 Shakespeare	Direct - Other	Students will examine the major works of William Shakespeare. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 338 Shakespeare									
			Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts	LIT 463: 20th Century World Literature	Direct - Other	Students will address 20th century literary works from diverse cultures and literary traditions. The assigned readings in this course will be outside the North American literary tradition. The major paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 463: 20th Century World Literature									
			Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts	Program Exit Survey for PLO 4	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 4, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 4									
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 5	Demonstrate the ability to analyze and interpret works of literature in the context of generic conventions.	LIT 498 English Capstone Course	Direct - Other	This course is designed as the culmination of the English B. A. program. Students will bring the skills literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.	70% of students will score 80% or better total rubric points.	80% of students will score 90% or better on total rubric points.	Findings for .LIT 498 English Capstone Course			X	X	X	X	X	X	
			Demonstrate the ability to analyze and interpret works of literature in the context of generic conventions.	LIT 360 Literary Theory	Direct - Other	Students will survey major classical and contemporary arguments about the nature of literature, literar expression, and literary experience. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literary Theory			X	X	X	X	X	X	
			Demonstrate the ability to analyze and interpret works of literature in the context of generic conventions.	Program Exit Survey for PLO 5	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 5, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 5			X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 6	Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.	LIT 360 Literary Theory	Direct - Other	Students will survey the major classical and contemporary arguments about the nature of literature, literary expression, and literary experience. The final paper w be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literary Theory			X	X	X	X	X	X	
			Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 English Capstone Course			X	X	X	X	X	X	
			Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.	Program Exit Survey for PLO 6	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 6, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 6			X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 7	Demonstrate understanding of major critical approaches to the interpretation of literature.	LIT 360 Literary Theory	Direct - Other	Students will survey of major classical and contemporary arguments about the nature of literature, literary expression, and literary experience. The final paper w be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literary Theory			X	X	X	X	X	X	
			Demonstrate understanding of major critical approaches to the interpretation of literature.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 English Capstone Course			X	X	X	X	X	X	
			Demonstrate understanding of major critical approaches to the interpretation of literature.	Program Exit Survey for PLO 7	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 7, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 7			X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 8	Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	ENG 365-Creative Writing	Direct - Other	This advanced course explores sophisticated writing genres and surveys techniques in writing one or more genres, at the discretion of the instructor: short fiction, drama, poetry and screen writing. The final project will be used for the Signature Assignment.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for ENG 365-Creative Writing			X	X	X	X	X	X	
			Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students use the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 English Capstone Course			X	X	X	X	X	X	
			Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	Program Exit Survey for PLO 8	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 8, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 8			X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	OUtcome 9	Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.	Program Exit Survey for PLO 9	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 9, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 9			X		X				

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Education	with Nevada Secondary Licensure		Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.	TED 420: Diversity in Schooling	Direct - Other	Provides teacher candidates with background knowledge on how to ensure parity of treatment of students who differ in race, class, exceptionality, ethnicity, culture, gender, and religion. Teacher candidates complete five hours observing and assisting K12 teachers in diverse classrooms. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 420: Diversity in Schooling			X			X			
			Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.	TED 430: Special Needs Students	Direct - Other	The course provides instructional strategies and methodologies for adapting content, assessment, and pedagogy, ensuring every student with exceptional learning needs is taught under optimal conditions for learning. The technology project will be used for the Signature Assignment.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for TED 430: Special Needs Students	Met	Approaching	X			X			
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 10	Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.	Program Exit Survey for PLO 10	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 10, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 10							X		X
			Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.	TED 310: Development and Learning	Direct - Other	This course focuses on the cognitive, social, and emotional development of children from theoretical and practical perspectives. Candidates explore various learni theories and practices as well as their relationships to student learning and motivation. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 310: Development and Learning							X		X
			Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.	TED 430: Special Needs Students	Direct - Other	The course provides instructional strategies and methodologies for adapting content, assessment, and pedagogy, ensuring every student with exceptional learning needs is taught under optimal conditions for learning. The teacher interview essay will be used for the Signature Assignment.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for TED 430: Special Needs Students							X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 11	Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.	Program Exit Survey for PLO 11	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 11, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 11			X	X		X			X
			Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.	TED 440: Leadership and Assessment	Direct - Other	This course provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning. The 'managing classrooms paper' will be used as the Signature Assignment.	70% of students will score 80% or better total 'essay' rubric points.	80% of students will score 90% or better on total 'essay' rubric points.	Findings for TED 440: Leadership and Assessment			X	X		X			X
			Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The data from relevant items on the assessment forms will be used for PLO 11.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 B: Student Teaching II	Met	Approaching	X	X		X			X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 12	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	Program Exit Survey for PLO 12	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 12, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 12					X			X	
			Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 440: Leadership and Assessment	Direct - Other	This course provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning. The 'Evaluating Differentiated Instruction Essay' will be used as the Signature Assignment.	70% of students will score 80% or better total 'essay' rubric points.	80% of students will score 90% or better on total 'essay' rubric points.	Findings for TED 440: Leadership and Assessment					X			X	
			Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to PLO 12 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 B: Student Teaching II	Met	Approaching			X			X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 13	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	Program Exit Survey for PLO 13	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 13, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 13					X	X	X		X
			Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 310: Development and Learning	Direct - Other	This course focuses on the cognitive, social, and emotional development of children from theoretical and practical perspectives. Candidates explore various learni theories and practices as well as their relationships to student learning and motivation. The 'Lesson Pla Standards-Based Scaffolding Instruction will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 310: Development and Learning					X	X	X		X
			Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 465 A: Student Teaching I	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to PLO 13 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 A: Student Teaching I	Met	Approaching			X	X	X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 14	Demonstrate professional standards and ethics.	Program Exit Survey for PLO 14	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 14, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 14						X	X	
			Demonstrate professional standards and ethics.	TED 300: Fundamentals of Education	Direct - Other	In this course, teacher candidates examines the role and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical perspectives. The 'teacher interview essay' will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 300: Fundamentals of Education						X	X		
			Demonstrate professional standards and ethics.	TED 465 C: Student Teaching III	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to PLO 14 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 C: Student Teaching III	Met	Approaching				X	X		
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 15	Utilize different teaching strategies to accomplish the teaching and learning goals	Program Exit Survey for PLO 15	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 15, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 15						X	X		
			Utilize different teaching strategies to accomplish the teaching and learning goals	TED 450: Methods of Teaching English	Direct - Other	This course prepares prospective English language arts teachers to be accomplished teachers in present-day diverse middle or secondary school classrooms. Prospective teachers demonstrate knowledge, skills, and abilities associated with the major teaching methods used across the English language arts curriculum. The 'ELA Lesson Plan' will be used for the Signature Assignment.	80% of students earn 85% or better points on the 'lesson plan' rubric.	90 % of students earn 85% or better points on the 'lesson plan' rubric.	Findings for TED 450: Methods of Teaching English						X	X		
			Utilize different teaching strategies to accomplish the teaching and learning goals	TED 465 D: Student Teaching IV	Direct - Other	Teacher candidates work full-day, 4-5 weeks as student teachers in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to PLO 15 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 D: Student Teaching IV						X	X		

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Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 1	Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Students complete fundamental analysis of variance, various distributions and methods of regression, analysis and scaling. The Signature Assignment is the major exam.	70% of students will score 80% or better on the final exam for MTH 418.	80% of students will score 90% or better on the final exam for MTH 418.	Findings for MTH 418: Statistical Analysis				X		X		X
			Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	MTH 460: Problem Solving Strategies	Direct - Exam	Students foster an understanding that mathematics is a science of identifying, solving problems and generalizing. Students learn the main approaches to solving standard and challenge math problems.	70% of students will score 80% or better on the final exam for MTH 460.	80% of students will score 90% or better on the final exam for MTH 460.	Findings for MTH 460: Problem Solving Strategies				X		X		X
			Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	PLO 1: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 1, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 1: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 1: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 1: Program Exit Survey				X		X		X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 2	Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	MTH 417: Foundations of Geometry	Direct - Exam	Students learn the fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry. Also, they examine the interplay between inductive and deductive reasoning and formal and informal proof. They will address uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design). The Signature Assignment will be the exam 5.	70% of students will score 80% or better on exam #1 for MTH 417.	80% of students will score 90% or better on exam #1 for MTH 417.	Findings for MTH 417: Foundations of Geometry				X	X	X		
			Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Students complete fundamental analysis of variance, various distributions and methods of regression, analysis and scaling. The Signature Assignment is the major exam.	70% of students will score 80% or better on the final exam for MTH 418.	80% of students will score 90% or better on the final exam for MTH 418.	Findings for MTH 418: Statistical Analysis				X	X	X		
			Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	PLO 2: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 2, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 2: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 2: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 2: Program Exit Survey				X	X	X		
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 3	Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics	MTH 410: Technology in Math Education	Direct - Exam	Students receive an overview of the computer-based technology in the mathematics classroom. The students evaluate graphing calculators and computer software such as Maple, Scientific Workplace, Geometer¿s Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating mathematical concepts in the K12 curriculum. The final exam will be the Signature Assignment.	70% of students will score 80% or better on the final exam for MTH 410.	80% of students will score 90% or better on the final exam for MTH 410.	Findings for MTH 410: Technology in Math Education			X	X			X	
			Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics	MTH 410: Technology in Math Education	Direct - Other	Students receive an overview of the computer-based technology in the mathematics classroom. The students evaluate graphing calculators and computer software such as Maple, Scientific Workplace, Geometer¿s Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating mathematical concepts in the K12 curriculum. The 'project' will be used as the Signature Assignment.	70% of students will score 80% or better on total 'Project' rubric points.	80% of students will score 90% or better on total 'Project' rubric points.	Findings for MTH 410: Technology in Math Education			X	X			X	
			Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics	PLO 3: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 3, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 3: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 3: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 3: Program Exit Survey				X	X	X		
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 4	Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	MTH 416: Algebraic Structures	Direct - Exam	Students examine groups, rings, and fields, as well as applications of these systems. Students learn equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. They, also, examine error correcting codes and issues of cryptography. Exam #1 will be used for the Signature Assignment.	70% of students will score 80% or better total on MTH 416 exam #1.	80% of students will score 90% or better on total on MTH 416 exam #1.	Findings for MTH 416: Algebraic Structures				X			X	
			Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	MTH 416: Algebraic Structures	Direct - Exam	Students examine groups, rings, and fields, as well as applications of these systems. Students learn equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. They, also, examine error correcting codes and issues of cryptography. Exam #2 will be used for the Signature Assignment.	70% of students will score 80% or better total on MTH 416 exam #2.	80% of students will score 90% or better on total on MTH 416 exam #2.	Findings for MTH 416: Algebraic Structures				X			X	
			Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	PLO 4: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 4, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 4: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 4: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 4: Program Exit Survey				X			X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 5	Develop fundamental knowledge in geometry.	MTH 311: Topics from Geometry	Direct - Exam	Students survey the main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof, and some ideas from non- Euclidean geometry including historical aspects. Additionally, they study the axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean Geometry, and rigorous proofs. The final exam will be used as the Signature Assignment.	70% of students will score 80% or better on the final exam for MTH 311.	80% of students will score 90% or better on the final exam for MTH 311.	Findings for MTH 311: Topics from Geometry				X				
			Develop fundamental knowledge in geometry.	MTH 417: Foundations of Geometry	Direct - Exam	Students learn the fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry. Also, they examine the interplay between inductive and deductive reasoning and formal and informal proof. They will address uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design). The Signature Assignment will be the final exam.	70% of students will score 80% or better on the final exam for MTH 417.	80% of students will score 90% or better on the final exam for MTH 417.	Findings for MTH 417: Foundations of Geometry				X				
			Develop fundamental knowledge in geometry.	PLO 5: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 5, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 5: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 5: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 5: Program Exit Survey				X				
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 6	Model real world problems with a variety of algebraic and transcendental functions	MTH 221: Calculus I	Direct - Exam	Students examine differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Cover improper integrals and highlights ideas and contributions of Natpier, Huygens and Pascal.	70% of students will score 80% or better on the final exam for MTH 221.	80% of students will score 90% or better on the final exam for MTH 221.	Findings for MTH 221: Calculus I				X				
			Model real world problems with a variety of algebraic and transcendental functions	MTH 222: Calculus II	Direct - Exam	Students study of sequences, Taylor Polynomials, infinite series, and tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value Problem; exactness and integrating factors;and Bernoulli and higher-order equations with forcing functions.	70% of students will score 80% or better on the final exam for MTH 222.	80% of students will score 90% or better on the final exam for MTH 222.	Findings for MTH 222: Calculus II				X				
			Model real world problems with a variety of algebraic and transcendental functions	PLO 6: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 6, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 6: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 6: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 6: Program Exit Survey				X				
Department of Teacher Education	Bachelor of Arts in Mathematics		Use advanced statistics and probability concepts and methods	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Students complete fundamental analysis of variance, various distributions and methods of regression, analysis and scaling. The Signature Assignment is exam #1.	70% of students will score 80% or better on exam #2 for MTH 418.	80% of students will score 90% or better on exam #2 for MTH 418.	Findings for MTH 418: Statistical Analysis				X				
			Use advanced statistics and probability concepts and methods	MTH 460: Problem Solving Strategies	Direct - Exam	Students foster an understanding that mathematics is a science of identifying, solving problems and generalizing. Students learn the main approaches to solving standard and challenge math problems. The Signature Assignment is exam #2.	70% of students will score 80% or better on exam #2 for MTH 460.	80% of students will score 90% or better on exam#2 for MTH 460.	Findings for MTH 460: Problem Solving Strategies				X				

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Department of Teacher Education	Education with Nevada Secondary Licensure	Outcome 7	Use advanced statistics and probability concepts and methods	PLO 7: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 7, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 7: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 7: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 7: Program Exit Survey					X				
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 8	Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students	MTH 410: Technology in Math Education	Direct - Exam	Students receive an overview of the computer-based technology in the mathematics classroom. The students evaluate graphing calculators and computer software such as Maple, Scientific Workplace, Geometer¿s Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating mathematical concepts in the K12 curriculum. The project will be the Signature Assignment.	70% of students will score 80% or better on total 'Project' rubric points.	80% of students will score 90% or better on total 'Project' rubric points.	Findings for MTH 410: Technology in Math Education									
			Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students	PLO 8: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 8, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 8: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 8: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 8: Program Exit Survey									
			Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 B: Student Teaching II	Met	Approaching							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 9	Explain how to support growth in cognitive, social, physical and emotional domains.	PLO 9: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 9, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 9: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 9: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 9: Program Exit Survey									
			Explain how to support growth in cognitive, social, physical and emotional domains.	TED 310: Development and Learning	Direct - Other	Students focuses on the cognitive, social, and emotional development of children from theoretical and practical perspectives. Also, students examine various learning theories and practices and relationships to student achievement and motivation.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 310: Development and Learning									
			Explain how to support growth in cognitive, social, physical and emotional domains.	TED 430: Special Needs Students	Direct - Other	Students learn and apply instructional strategies used for adapting content, assessment and pedagogy, ensuring every student with exceptional learning needs is provides equal access to the curriculum. The final project is used as the Signature Assignment.	70% of students will score 80% or better total 'essay' rubric points.	80% of students will score 90% or better on total 'essay' rubric points.	Findings for TED 430: Special Needs Students									
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 10	Create positive learning environment that ensures healthy human growth.	PLO 10: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 10, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 10: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 10: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 10: Program Exit Survey									
			Create positive learning environment that ensures healthy human growth.	TED 465 C: Student Teaching III	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 C: Student Teaching III	Met	Approaching							
			Create positive learning environment that ensures healthy human growth.	TED 465 D: Student Teaching IV	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 D: Student Teaching IV									
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 11	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	PLO 11: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 11, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 11: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 11: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 11: Program Exit Survey									
			Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 440: Leadership and Assessment	Direct - Other	Teacher candidates learn and apply classroom leadership strategies to create a classroom environment conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning.	70% of students will score 80% or better total 'essay' rubric points.	80% of students will score 90% or better on total 'essay' rubric points.	Findings for TED 440: Leadership and Assessment									
			Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 B: Student Teaching II	Met	Approaching							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 12	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	PLO 9: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 12, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 12: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 12: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 9: Program Exit Survey									
			Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 461 Methods of Teaching Math	Direct - Other	Teacher candidates receive a critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed. The lesson plan will be used as the Signature Assignment.	80% of students earn 85% or better points on the 'lesson plan' rubric.	90 % of students earn 85% or better points on the 'lesson plan' rubric.	Findings for TED 461 Methods of Teaching Math									
			Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 465 A: Student Teaching I	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 A: Student Teaching I	Met	Approaching							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 13	Demonstrate professional standards and ethics.	PLO 13: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 13, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 13: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 13: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 13: Program Exit Survey									
			Demonstrate professional standards and ethics.	TED 300: Fundamentals of Education	Direct - Other	Students examine the roles and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical perspectives.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 300: Fundamentals of Education									

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			Demonstrate professional standards and ethics.	TED 465 C: Student Teaching III	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 C: Student Teaching III	Met	Approaching							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	PLO 14: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 14, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	For PLO 14: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 14: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 14: Program Exit Survey									
			Utilize different teaching strategies to accomplish the teaching and learning goals.	TED 461 Methods of Teaching Math	Direct - Other	Teacher candidates receive a critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed. Lesson plan #2 will be used as the Signature Assignment.	80% of students earn 85% or better points on the 'lesson plan' rubric.	90 % of students earn 85% or better points on the 'lesson plan' rubric.	Findings for TED 461 Methods of Teaching Math									
			Utilize different teaching strategies to accomplish the teaching and learning goals.	TED 465 D: Student Teaching IV	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 D: Student Teaching IV									
Department of Teacher Education	Graduate Certificate in Autism	Outcome 1	Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.	EXC 621- Intro Case Study	Direct - Student Artifact	Write a case study describing an individual with Autism Spectrum Disorder. The study must include a historical review of behavior that supports the diagnosis along with background variables, such as educational setting, family descriptions / possible predicaments, medications prescribed (if applicable) and any connection with outside personnel or agencies. The case study should end with a description of where the individual is currently and the programs prescribed to help deal with behaviors and school / life success. Be sure to include a minimum of four (4) references from peer-reviewed literature to back up your suggestions on programs leading to success, using APA format.	85%	90%	Findings for EXC 621- Intro Case Study	Not Met	Approaching	X							
			Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.	EXC 622- Threaded Dis	Direct - Other	Students discussed following topic: Discuss the target behaviors in 2.2 (prompting, reinforcement and incidental learning) and describe them in operational terms.	85%	90%	Findings for EXC 622- Threaded Dis			X						
			Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with competence in understanding and using behavioral analysis to change behaviors in children with autism.	85% of program completers are satisfied with competence in understanding and using behavioral analysis to change behaviors in children with autism.	Findings for Student Exit Survey			X						
Department of Teacher Education	Graduate Certificate in Autism	Outcome 2	Demonstrate competence in recognizing behaviors and utilizing assessments that identify children a having autism	EXC 621- Intro Case Study	Direct - Student Artifact	Write a case study describing an individual with Autism Spectrum Disorder. The study must include a historical review of behavior that supports the diagnosis along with background variables, such as educational setting, family descriptions / possible predicaments, medications prescribed (if applicable) and any connection with outside personnel or agencies. The case study should end with a description of where the individual is currently and the programs prescribed to help deal with behaviors and school / life success. Be sure to include a minimum of four (4) references from peer-reviewed literature to back up your suggestions on programs leading to success, using APA format.	85%	90%	Findings for EXC 621- Intro Case Study	Not Met	Approaching		X						
			Demonstrate competence in recognizing behaviors and utilizing assessments that identify children a having autism	EXC 622- Assessment Case Study	Direct - Student Artifact	2. Using the CARS and the ADI-R, evaluate a student on the spectrum disorder. Describe assessment results in a 5-8 page case study, including a) setting of observation(s), b) persons interviewed, c) identified characteristics of student, and d) description of an appropriate intervention plan for one targeted behavior.	85%	90%	Findings for EXC 622- Assessment Case Study	Exceeded	Approaching		X						
			Demonstrate competence in recognizing behaviors and utilizing assessments that identify children a having autism	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with competence in recognizing behaviors and utilizing assessments that identify children as having autism	85% of program completers are satisfied with competence in recognizing behaviors and utilizing assessments that identify children as having autism	Findings for Student Exit Survey				X					
Department of Teacher Education	Graduate Certificate in Autism	Outcome 3	Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum Disorder (ASD) category	EXC 621- Threaded Dis	Direct - Other	Respond to following Discussion: Your job here is to come up with a case study of someone who you have worked with, describing all of the characteristics discussed in the lecture and then the resources available to this individual. Please be as rich with your description as possible, enumerating all of the aspects in conjunction with resources that helped this individual to progress towards improvement.	Discussion worth 3 points: Acceptable target -- 2 points (67%)	3 points of 100%	Findings for EXC 621- Threaded Dis					X				
			Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum Disorder (ASD) category	EXC 621- Final Exam	Direct - Exam	List and discuss at least 4 categories of students that fall within the Autism Spectrum Disorder, ranging from low to high level of ability. Include possible classroom placement. Using these same four categories, discuss 1)cognition, 2)neurology, and 3)core challenges associated with language and communication. Question is worth 20 points of total exam, worth 25 point	80%	100%	Findings for EXC 621- Final Exam	Exceeded	Approaching			X					
			Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum Disorder (ASD) category	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with knowledge of the background and orientation of terms included in the Autism Spectrum Disorder.	85% of program completers are satisfied with knowledge of the background and orientation of terms included in the Autism Spectrum Disorder.	Findings for Student Exit Survey					X				
Department of Teacher Education	Graduate Certificate in Autism	Outcome 4	Demonstrate skills needed for working collaboratively with diverse populations in ASD.	EXC 621- Field Observation	Direct - Student Artifact	Visit a program that serves individuals with Autism Spectrum Disorder. This should be a setting which you have not seen or visited before. Discuss the program with at least two key 'players', e.g. a psychologist and a principal / director. Discover what things are being done for individuals with autism spectrum disorder. Possible settings might include a Regional Center, a non-public school that has a program for those with ASD, or a group home that works with servicing those with ASD.	85%	90%	Findings for EXC 621- Field Observation	Not Met	Approaching				X				
			Demonstrate skills needed for working collaboratively with diverse populations in ASD.	EXC 624- Parent Interview		This assignment is a face-to-face interview of a parent or primary caregiver in the "parenting" a child/young adult with a diagnosis of autism. This interview cannot be with a relative or personal friend. The interview should focus on the impact of the diagnosis on the parents (primary caregiver) and other members of the nuclear and extended family. Opened ended questions will include the caregiver's access to and effectiveness of outside support and resources. What has been their experience with public schools or agencies in their community? What supports/services have they found the most successful for their child? What is their recommendation for improving service for their child now and the future? The goal of this interview is not to record their responses, but to explore the caregiver's experience-an in-depth interview of the family's experience in parenting a child with autism. This paper is five to ten pages in length including a 1-page self-reflection on your strengths and weakness during the interview.	80% of candidates will score 85% of 30 pts. (25.5 pts.)	95% of candidates will score 85% of 30 pts. (25.5pts) or better	Findings for EXC 624- Parent Interview	Exceeded	Exceeded				X				
			Demonstrate skills needed for working collaboratively with diverse populations in ASD.	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with their knowledge of skills needed to work collaboratively with diverse populations in the Autism Spectrum Disorder	85% of program completers are satisfied with their knowledge of skills needed to work collaboratively with diverse populations in the Autism Spectrum Disorder	Findings for Student Exit Survey						X			
Department of Teacher Education	Graduate Certificate in Autism	Outcome 5	Demonstrate understanding of differing evidence- based strategies for teaching students with autism	EXC 623- Micro Case Study	Direct - Student Artifact	Create an intervention to be used in a general education classroom that includes accommodations and modifications for an individual with autism. Provide rationale for the intervention you have chosen. Include information for the general education teacher(s) about the characteristics and needs of individuals with autism in general as well as for the particular individual you have chosen.	Assignment is worth 25 points Acceptable: 20 points (80%)	Ideal: 22 points (90%)	Findings for EXC 623- Micro Case Study							X		
			Demonstrate understanding of differing evidence- based strategies for teaching students with autism	EXC 623- Unit of Instruction	Direct - Student Artifact	Create a unit of instruction for individuals with autism. Choose the grade level span you prefer. The unit of instruction will include 5 lessons around a theme. Each lesson plan should reflect at least one example of cross-categorical integration i.e., science and math, social studies and art, reading and functional daily skills and/or social skills, etc. Include instructional strategies and materials that can be differentiated for individual student needs. Please include the following in each lesson plan: self-assessment, problem-solving opportunities and instructional and assistive technology.	85%	90%	Findings for EXC 623- Unit of Instruction							X		
			Demonstrate understanding of differing evidence- based strategies for teaching students with autism	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with their understanding of differing evidence-based strategies for teaching students with autism.	85% of program completers are satisfied with their understanding of differing evidence-based strategies for teaching students with autism.	Findings for Student Exit Survey							X		
Department of Teacher Education	Graduate Certificate in Autism	Outcome 6	Demonstrate an understanding of federal and state laws.	EXC 621- Final Exam	Direct - Exam	Response to following question: Jamie is a middle school student in the sixth grade. You are his teacher and he has been diagnosed with autism. He has repetitive, self-destructive behaviors, but responds well to consistency and structure. Unfortunately he has no opportunity to interact with other general education peers except for nutrition, lunch, and recess. Twenty percent of the teachers in your setting at the middle school are new and open to mainstreaming opportunities. Your principal is also a progressive thinker. Jamie's parents would like to see more mainstreaming for their son. What would you recommend to improve student's current predicament? How would you like to implement this? And what would you use to support this recommendation (specifically arguments from	Question is worth 5 points of total 25 points for exam. Acceptable: 4 points (80%)	Ideal: 5 points (100%)	Findings for EXC 621- Final Exam	Exceeded	Approaching						X	
			Demonstrate an understanding of federal and state laws.	EXC 621- Leg. Review	Direct - Other	Assignment 4.2: Course standards and reflection of things learned: Review the standards covered in this course and then write a reflection of what you have learned in each of the areas that were to be covered in this course. The Learner Outcomes should direct you in the areas that are to be covered.	Question worth 10 points Acceptable: 8 points (80%)	Ideal: 9 points (90%)	Findings for EXC 621- Leg. Review	Exceeded	Approaching						X	
			Demonstrate an understanding of federal and state laws.	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with their understanding of federal and state laws, especially in the area of autism	85% of program completers are satisfied with their understanding of federal and state laws, especially in the area of autism	Findings for Student Exit Survey								X	
Department of Teacher Education	Graduate Certificate in Autism	Outcome 7	Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.	EXC 623- Evidence-based Case Study	Direct - Student Artifact	A. Micro Case Study- Learning Environment for a Student with ASD. To benefit from any intervention or teaching strategy requires a careful review of the family's vision for their child; the student's ability to communicate, how they prefer to communicate, the student's cognitive ability, learning style, adaptive behavior and independent daily living skills and creation of a safe positive learning environment.	80%	90%	Findings for EXC 623- Evidence-based Case Study									X
			Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.	EXC 623- Intervention	Direct - Student Artifact	Create an intervention for a student with ASD to be used in a general education classroom You may use the student from Assignment 1 in this course or from your case study completed in EXC 622 (behavior course) if appropriate. Or you may select a different student. The intervention will include the following: (1) information you will provide the general education teacher about the characteristics and needs of students with autism and this specific student, (2) rationale for the intervention you have chosen, (3) the intervention itself- how and when will it be implemented (4) how you will determine if the intervention is successful.	85%	90%	Findings for EXC 623- Intervention	Not Met	Approaching							X	
			Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are satisfied with their competency to collaborate in a group process to organize a structured classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.	85% of program completers are satisfied with their competency to collaborate in a group process to organize a structured classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.	Findings for Student Exit Survey									X
			Analyze and evaluate effective early childhood practice using critical thinking skills, active self-reflection and professional standards.	ECE 650 Disposition Assignment	Direct - Student Artifact	ECE 650 Dispositions Assingnment (Key Assessment 3)	85% of candidates will score 77/90 points or better to be in acceptable range.	90% of candidates will score 77/90 or better.	Findings for ECE 650 Disposition Assignment			X	X	X	X	X	X	

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Department of Teacher Education	Graduate Certificate in Early Childhood Education	Outcome 1	Analyze and evaluate effective early childhood practice using critical thinking skills, active self-reflection and professional standards.	ECE 653 Focused Observation 2	Direct - Student Artifact	ECE 653 Focused Observation 2 (Key Assessment 5) Rubric used to evaluate work.	85% of candidates will score 25/30 or better to be in acceptable range.	90% of candidates will score 25/30 or better	Findings for ECE 653 Focused Observation 2			X	X	X	X	X	X	
			Analyze and evaluate effective early childhood practice using critical thinking skills, active self-reflection and professional standards.	MAT Exit Survey	Indirect - Survey	Data from exit survey will be analyzed.	80% of respondents will reply in a positive way to this item (Agree or strongly agree)	90% of respondents will reply in a positive way to this item (Agree or strongly agree)	Findings for MAT Exit Survey			X	X	X	X	X	X	
Department of Teacher Education	Graduate Certificate in Early Childhood Education	Outcome 2	Analyze and articulate the impact of theory, standards and current research on Early Childhood practice.	ECE 651 Literature Review	Direct - Student Artifact	Rubric used to evaluate work.	85% of candidates will score 60 /70 or better.	: 90% of candidates will score 60/70 points or better to be in acceptable range.	Findings for ECE 651 Literature Review			X	X	X	X	X	X	X
			Analyze and articulate the impact of theory, standards and current research on Early Childhood practice.	ECE 652 Final Exam	Direct - Exam	Aligns with Key Assessment 2 Rubric used to evaluate work.	85% of candidates will score 43/50 points or better to be in acceptable range.	90% of candidates will score 43/50 or better.	Findings for ECE 652 Final Exam			X	X	X	X	X	X	X
			Analyze and articulate the impact of theory, standards and current research on Early Childhood practice.	MAT Exit Survey	Indirect - Survey	Data from exit survey will be analyzed.	80% of respondents will reply in a positive way to this item (Agree or strongly agree	90% of respondents will reply in a positive way to this item (Agree or strongly agree	Findings for MAT Exit Survey			X	X	X	X	X	X	X
Department of Teacher Education	Graduate Certificate in Early Childhood Education	Outcome 3	Apply and integrate evidence-based practices in current work situations to increase learning, growth and development.	ECE 650 Focused Observation 2	Direct - Student Artifact	Rubric used to evaluate work.	85% of candidates will score 25/30 points or better	90% of candidates will score 25/30 or better.	Findings for ECE 650 Focused Observation 2			X	X	X	X	X	X	
			Apply and integrate evidence-based practices in current work situations to increase learning, growth and development.	ECE 653 Assignment 4.1	Direct - Student Artifact	Aligns with Key Assessment 3/Evidence of Diversity Rubric used to evaluate work.	85% of candidates will score 15/18or better.	90% of candidates will score 15/18 or better.	Findings for ECE 653 Assignment 4.1			X	X	X	X	X	X	
			Apply and integrate evidence-based practices in current work situations to increase learning, growth and development.	MAT Exit Survey	Indirect - Survey	Data from exit survey will be analyzed.	80% of respondents will reply in a positive way to this item (Agree or strongly agree	90% of respondents will reply in a positive way to this item (Agree or strongly agree'	Findings for MAT Exit Survey			X	X	X	X	X	X	
Department of Teacher Education	Graduate Certificate in Teaching Mathematics	Outcome 1	Analyze current principles, state and national standards, trends and issues in teaching Mathematics grades K-9.	MAT 635 Mathematics curriculum analysis - Signature assignment	Direct - Student Artifact	You will investigate and report on a piece of your school/district curriculum and analyze your curriculum based on the framework outlined in Joseph, P.B. et al. (2000). Cultures of Curriculum. Mahwah, N.J. : L. Erlbaum Associates. You are expected to prepare a 5 page written document.	97.6% of students earn 85% or better on this assignment.	97.6% students earn 90% or better on this assignment.	Findings for MAT 635 Mathematics curriculum analysis - Signature assignment	Met	Approaching	X	X	X	X	X	X	X
			Analyze current principles, state and national standards, trends and issues in teaching Mathematics grades K-9.	MAT 636 Issues and challenges of teaching mathematics in number theory	Direct - Student Artifact	Given a research based article about teaching and learning Number theory, student complete a written report on issues and challenges in teaching and learning Number theory.	97% of students earn 85% or better on this assignment.	95% students earn 90% or better on this assignment.	Findings for MAT 636 Issues and challenges of teaching mathematics in number theory	Met	Approaching	X	X	X	X	X	X	X
			Analyze current principles, state and national standards, trends and issues in teaching Mathematics grades K-9.	Student Exit Survey	Indirect - Survey	Exit survey; employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in solving problems and students' reasoning skill			Findings for Student Exit Survey			X	X	X	X	X	X	X
Department of Teacher Education	Graduate Certificate in Teaching Mathematics	Outcome 2	Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	MAT 636 Mathematics lesson design innovation	Direct - Student Artifact	Students will work in pairs to develop (innovate) a student-centered learning activity for algebra and justify that activity on the basis of State Standards and theory and research in the pedagogy of teaching mathematics (The strategies, techniques, and approaches that teachers can use to facilitate learning). Your written report will include a description of the activity and justification on the design.	87% of students earn 85% or better on this assignment.	84% of students earn 90% or better on this assignment.	Findings for MAT 636 Mathematics lesson design innovation	Met	Approaching	X		X			X	
			Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	MAT 637 Assessment of Student learning	Direct - Student Artifact	Set up a certain period of time of teaching (a week or bi-week), collect student pre- and post- test in learning geometry, analyze the test for the class as a whole and individual student, describe your findings, and reflect on the instruction effectiveness based on the assessment of student learning. Your report should have at least two articles from peer reviewed journal(s) on mathematics education.	97% of students earn 85% or better on this assignment.	97% of students earn 90% or better on this assignment	Findings for MAT 637 Assessment of Student learning	Met	Approaching	X		X			X	
			Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	Student Exit Survey	Indirect - Survey	Exit survey; employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in solving problems and students' reasoning skills			Findings for Student Exit Survey			X		X			X	
Department of Teacher Education	Graduate Certificate in Teaching Mathematics	Outcome 3	Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.	MAT 635 California Standards Tests Analysis	Direct - Student Artifact	The California Mathematics Standards Tests are grade-specific for grades 2-11. Each of these tests has 65 multiple-choice questions. Your Task (group) is to look at a released CST Test at your grade level in 2008. Analyze it in the following ways: a. Examine Content Validity based on alignment of % of Taxonomy levels and % of concepts, computations, and problems solving b. Examine reliability based on difficulty and difference of test items based on particular group of students c. Complete written a report including CST Content Validity, reliability, and your reflection.	95% of students earn 85% or better on this assignment.	85% students earn 90% or better on this assignment.	Findings for MAT 635 California Standards Tests Analysis	Met	Approaching	X	X	X	X		X	X
			Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.	MAT 638 Lesson analysis	Direct - Student Artifact	For this assignment, you will observe a school mathematics teacher who is teaching probability. Determine the extent to which assessment is embedded in instruction, detailing the kinds of questions and tasks used during instruction. Additionally, interview the teacher on his/her beliefs regarding assessment. Prepare a report on your findings.	94% of students earn 85% or better on this assignment.	94% of students earn 90% or better on this assignment.	Findings for MAT 638 Lesson analysis	Exceeded	Exceeded	X	X	X	X		X	X
			Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program	Student Exit Survey	Indirect - Survey	Exit survey; employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in solving problems and students' reasoning skill			Findings for Student Exit Survey			X	X	X	X		X	X
Department of Teacher Education	Master of Education (All Programs)	Outcome 1	Integrate knowledge and abilities in making subject matter comprehensible for all P12 learners, including those with diverse learning needs.	PLO 1 (TPE Domain A)---Teaching Performance Assessment & Evaluation of	Direct - Other	This form assesses and evaluates student teachers (TED 530A/B) and interns' (TED 628A/B) teaching performances during their clinical experiences. The form is organized around the six TPE Domains or standards of teaching competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs One - Six. The TPAE is a digitized eform submitted into SOAR by the candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP and two PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods. Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels: - Beginning (score of 1) - Emerging (score of 2) - Applying (score of 3) - Integrating (score of 4) The findings are calculated based on the culminated 'mean' score for each PLO/TPE Domain; and the mean is interrupted using the same descriptive teaching performance levels provided above. For PLO 1 (TPE Domain A: Making Subject Matter Comprehensible for All Students), there are 5 TPE competency statements, for a total score of 20 points. The findings are reported as an overall 'mean' score. The quantitative data are collected and housed in SOAR and managed by the Credentials Office. The PLO 1 (TPE Domain A) findings are analyzed twice a year, at the end of each clinical practice semester.	FORMATIVE / Mid-Point. The 'mean' scores are: Not Met: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	Findings for PLO 1 (TPE Domain A)---Teaching Performance Assessment & Evaluation of	Exceeded	Exceeded		X	X	X			
			Integrate knowledge and abilities in making subject matter comprehensible for all P12 learners, including those with diverse learning needs.	PLO 1 (TPE Domain A)---TPA Task 1: Subject-Specific Pedagogy	Direct - Exam	Candidate responds in a written format to four subject-matter specific case studies describing a particular set of diverse learners in hypothetical classrooms. Candidate identifies appropriate subject-specific instruction and assessment plans, and then differentiates instruction for each identified learner. The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials Office.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Approaching: 90-95% Exceeded: 96% - 100%	Findings for PLO 1 (TPE Domain A)---TPA Task 1: Subject-Specific Pedagogy	Not Met	Moving Away		X	X	X			
Department of Teacher Education	Master of Education (All Programs)	Outcome 2	Integrate knowledge and abilities in assessing all P12 learners, including those with diverse learning needs.	PLO 2 (TPE Domain B)---TPA Task 1-Subject Specific Pedagogy	Direct - Other	Candidate responds in a written format to four subject matter specific case studies describing a particular set of diverse learners in hypothetical classrooms. While candidates are required to interpret and use student-learning data in their instructional decisions for all case studies, case study #2 (Assessment) specifically focuses on designing effective assessment plans for a unit of study. The data are quantitative and are analyzed on a quarterly and annual basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 2 (TPE Domain B)---TPA Task 1-Subject Specific Pedagogy	Not Met	Moving Away		X	X	X		X	
			Integrate knowledge and abilities in assessing all P12 learners, including those with diverse learning needs.	PLO 2 (TPE Domain B)---Teaching Performance Assessment & Evaluation	Direct - Other	The TPAE is a digitized eform submitted into SOAR by the candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP and two PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods. Candidates (student teachers and interns / multiple and single subjects / BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels: - Beginning (score of 1) - Emerging (score of 2) - Applying (score of 3) - Integrating (score of 4) The findings are calculated based on the culminated 'mean' score for each PLO/TPE Domain; and the mean is interrupted using the same descriptive teaching performance levels provided above. For PLO 2 (TPE Domain B: Assessing Learning for All Students), there are 8 TPE competency statements, for a total score of 32 points. The findings are reported as an overall 'mean' score. The quantitative data are collected and housed in SOAR and managed by the Credentials Office. The PLO 2 (TPE Domain B) findings are analyzed twice a year, at the end of each clinical practice semester.	FORMATIVE / Mid-Point. The 'mean' scores are: Not Met: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	Findings for PLO 2 (TPE Domain B)---Teaching Performance Assessment & Evaluation	Exceeded	Exceeded		X	X	X		X	
			Integrate knowledge and abilities in assessing all P12 learners, including those with diverse learning needs.	PLO 2 (TPE Domain B)---TPA Task 3: Assessing Student Learning	Direct - Other	The candidate responds to a written format containing a multiple-step set of prompts and uses actual K12 learner characteristics information for a specific academic content, standards-based lesson. The candidate demonstrates abilities to design appropriate standards-based student learning and assessment in the context of a class of students as well as two focus students. The candidate demonstrates ability to conduct and adapt assessment strategies and data appropriately to diagnose the instructional needs of the two focus students and the whole class, then, plans instruction based on the results of the assessments for the two focus students and the whole class. The data are quantitative and are analyzed on a quarterly and annual basis.	Approachilang: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 2 (TPE Domain B)---TPA Task 3: Assessing Student Learning	Not Met	Moving Away		X	X	X		X	

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Department of Teacher Education	Master of Education (All Programs)	Outcome 3	Integrate knowledge and abilities in engaging/supporting all P12 learners, including those with diverse learning needs.	PLO 3 (TPE Domain C)---Teaching Performance Assessment & Evaluation	Direct - Other	This form assesses and evaluates student teachers (TED 530A and TED 530B) and interns' (TED 628A/B) teaching performances during their clinical experiences. The form is organized around the six TPE Domains or standards of teaching competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs One - Six. The TPAE is a digitized eform submitted into SOAR by the candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP and two PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods. Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels: - Beginning (score of 1) - Emerging (score of 2) - Applying (score of 3) - Integrating (score of 4) The findings are calculated based on the culminated 'mean' score for each PLO/TPE Domain; and the mean is interrupted using the same descriptive teaching performance levels provided above. For PLO 3 (TPE Domain C: Engaging and Supporting All Students in Learning), there are 8 TPE competency statements, for a total score of 32 points. The findings are reported as an overall 'mean' score. The quantitative data are collected and housed in SOAR and managed by the Credentials Office. The PLO 3 (TPE Domain C) findings are analyzed twice a year, at the end of each clinical practice semester.	FORMATIVE / Mid-Point. The 'mean' scores are: Not Met: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	Findings for PLO 3 (TPE Domain C)--Teaching Performance Assessment & Evaluation	Exceeded	Exceeded		X	X	X		X	
			Integrate knowledge and abilities in engaging/supporting all P12 learners, including those with diverse learning needs.	PLO 3 (TPE Domain C)---TPA Task 2: Designing Instruction	Direct - Exam	The candidate responds in a written format to five-steps with corresponding prompts. TPA task (2-Designing Instruction) requires the candidate to gather specific learning characteristics for two focus students and whole class. Using self-identified academic content standards, the candidate designs appropriate instruction connecting the academic content to specific learner characteristics for the whole class and the two focus students. The data are quantitative and are analyzed on a quarterly and annual basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 3 (TPE Domain C)----TPA Task 2: Designing Instruction	Not Met	Moving Away		X	X	X		X	
			Integrate knowledge and abilities in engaging/supporting all P12 learners, including those with diverse learning needs.	PLO 3 (TPE Domain C)---TPA Task 4 -Culminating Teaching Experience	Direct - Other	The candidate works in an actual K12 classroom, designs a standards-based lesson for a class of students and 2 focus students, and then, teaches the lesson to these students. The candidate demonstrates the ability to meet the differing learning needs of diverse learners, manage instruction, interactions, and assess student learning. The candidate is videotaped for 20 minutes teaching the lesson. The candidate responds to a set of multiple prompts and provides a written post-teaching reflective analysis based on student work samples and the video tape. The task requires the candidate to demonstrate the abilities to plan and implement a learning plan with differentiated instructional and assessment strategies; use student-learning evidence in all instructional decisions; use student work to analyze the effectiveness of teaching practices, and determine future goals for growth. The data are quantitative and are analyzed on a quarterly and annual basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 3 (TPE Domain C)----TPA Task 4 -Culminating Teaching Experience	Exceeded	Exceeded		X	X	X		X	
Department of Teacher Education	Master of Education (All Programs)	Outcome 4	Integrate knowledge and abilities in designing/planning learning experiences for all P12 learners, including those with diverse learning needs.	PLO 4 (TPE Domain D)---Teaching Performance Assessment & Evaluation	Direct - Other	This form assesses and evaluates student teachers (TED 530A/B) and interns' (TED 628A/B) teaching performances during their clinical experiences. The form is organized around the six TPE Domains or standards of teaching competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs 1-6. The TPAE is a digitized eform submitted into SOAR by the candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP and two PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods. Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels: - Beginning (score of 1) - Emerging (score of 2) - Applying (score of 3) - Integrating (score of 4) The findings are calculated based on the culminated 'mean' score for each PLO/TPE Domain; and the mean is interrupted using the same descriptive teaching performance levels provided above. For PLO 4 (TPE Domain D: Planning and Designing Learning Experiences for All Students), there are 5 TPE competency statements, for a total score of 20 points. The findings are reported as an overall 'mean' score. The quantitative data are collected and housed in SOAR and managed by the Credentials Office. The PLO 4 (TPE Domain D) findings are analyzed twice a year, at the end of each clinical practice semester.	FORMATIVE / Mid-Point. The 'mean' scores are: Not Met: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4	Findings for PLO 4 (TPE Domain D)---Teaching Performance Assessment & Evaluation	Exceeded	Exceeded		X	X	X		X	
			Integrate knowledge and abilities in designing/planning learning experiences for all P12 learners, including those with diverse learning needs.	PLO 4 (TPE Domaiin D)----TPA Task 2 Designing Instruction	Direct - Other	The candidate responds in a written format to five-steps and corresponding prompts. Based on two focus students' their learning characteristics and instructional needs as well as a hypothetical classroom with self-identified academic content standards, the candidate designs appropriate instruction connecting the academic content to specific learner characteristics for the whole class and the two focus students. The data are quantitative and are analyzed on a quarterly basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 4 (TPE Domaiin D)----TPA Task 2 Designing Instruction	Not Met	Moving Away		X	X	X		X	
			Integrate knowledge and abilities in designing/planning learning experiences for all P12 learners, including those with diverse learning needs.	PLO 4 (TPE Domain D)---TPA Task 4: Culminating Teaching Experience	Direct - Other	The candidate works in an actual K12 classroom, designs a standards-based lesson for a class of students and 2 focus students, then, teaches the lesson to these students. The candidate demonstrates the ability to meet the differing needs of individual students, manage instruction, interactions, and assess student learning. The candidate is videotaped teaching the lesson. The candidate responds to a set of multiple prompts and provides a written post-teaching reflective analysis; demonstrating the abilities to use student-learning data to analyze teaching practices, assess student learning, and prescribe appropriate instruction for the 2 focus students as well as the whole class. The data are quantitative and are analyzed on a monthly basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 4 (TPE Domain D)----TPA Task 4: Culminating Teaching Experience	Exceeded	Exceeded		X	X	X		X	
			Integrate knowledge and abilities in creating/maintaining effective learning environments for all P12 learners, including those with diverse learning needs.	PLO 5 (TPE Domain E) ----Signature Assignments	Direct - Student Artifact	The Signature Assignments are identified course assignments corresponding to knowledge, skills, and abilities associated with TPE Domain E: Creating and Maintaining Effective Learning Environments for All Students. The data are quantitative. The two Signature Assignments come from TED 626 Classroom Management course, composed of multiple and single subject candidates. The assignments use rubrics consistent with the TPAE and TPA rubric levels and descriptors. The percentage of earned possible points are sent of analysis. For PLO 5, there are 2 Signature Assignments: 1) TED 626-CM Notebook: Part 1 (Multiple & Single Subjects candidates) 2) TED 626-Case Study 1 (Multiple & Single Subjects candidates)	For the 2 Signature Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% & below Met 75-84.9% Students Exceeding 85% & above	For the 2 Signature Assignments: (X% students who scored 90% or more of possible points) Moving Away 85-87.9% Students Met 88-89.9% Students Exceeding 90-100%	Findings for PLO 5 (TPE Domain E) ----Signature Assignments				X	X	X	X	X	
			Integrate knowledge and abilities in creating/maintaining effective learning environments for all P12 learners, including those with diverse learning needs.	PLO 5 (TPE Domain E)----TPA Task 4: Culminating Teaching Experience	Direct - Other	The candidate works in an actual K12 classroom, designs a standards-based lesson for a class of students and 2 focus students, and then, teaches the lesson to these students. The candidate demonstrates the ability to meet the differing learning needs of diverse learners, manage instruction, interactions, and assess student learning. The candidate is videotaped for 20 minutes teaching the lesson. The candidate responds to a set of multiple prompts and provides a written post-teaching reflective analysis based on student work samples and the video tape. The task requires the candidate to demonstrate the abilities to plan and implement a learning plan with differentiated instructional and assessment strategies; use student-learning evidence in all instructional decisions; use student work to analyze the effectiveness of teaching practices, and determine future goals for growth. The data are quantitative and are analyzed on a quarterly and annual basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 5 (TPE Domain E)----TPA Task 4: Culminating Teaching Experience	Exceeded	Exceeded		X	X	X	X	X	

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Department of Teacher Education	Master of Education (All Programs)	Outcome 5	Integrate knowledge and abilities in creating/maintaining effective learning environments for all P12 learners, including those with diverse learning needs.	PLO 5 (TPE Domain E) ---Teaching Performance Assessment & Evaluation	Direct - Other	This form assesses and evaluates student teachers (TED 530A/B) and interns' (TED 628A/B) teaching performances during their clinical experiences. The form is organized around the six TPE Domains or standards of teaching competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs 1-6. The TPAE is a digitized eform submitted into SOAR by the candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP and two PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods. Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels: - Beginning (score of 1) - Emerging (score of 2) - Applying (score of 3) - Integrating (score of 4) The findings are calculated based on the culminated 'mean' score for each PLO/TPE Domain; and the mean is interrupted using the same descriptive teaching performance levels provided above. For PLO 5 (TPE Domain E: Creating and Establishing Effective Learning Environments for All Students), there are 10 TPE competency statements, for a total score of 40 points. The findings are reported as an overall 'mean' score. The quantitative data are collected and housed in SOAR and managed by the Credentials Office. The PLO 5 (TPE Domain E) findings are analyzed twice a year, at the end of each clinical practice semester.	FORMATIVE / Mid-Point. The 'mean' scores are: Not Met: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	Findings for PLO 5 (TPE Domain E) ---Teaching Performance Assessment & Evaluation	Exceeded	Exceeded	X	X	X	X	X	
Department of Teacher Education	Master of Education (All Programs)	Outcome 6	Integrate knowledge and abilities in being a legal, ethical, and professional educator for all P12 learners, including those with diverse learning needs.	PLO 6 (TPE Domain F)---- TPA Task 4: Culminating Teaching Experience	Direct - Other	The candidate works in an actual K12 classroom, designs a standards-based lesson for a class of students and 2 focus students, and then, teaches the lesson to these students. The candidate demonstrates the ability to meet the differing learning needs of diverse learners, manage instruction, interactions, and assess student learning. The candidate is videotaped for 20 minutes teaching the lesson. The candidate responds to a set of multiple prompts and provides a written post-teaching reflective analysis based on student work samples and the video tape. The task requires the candidate to demonstrate the abilities to plan and implement a learning plan with differentiated instructional and assessment strategies; use student-learning evidence in all instructional decisions; use student work to analyze the effectiveness of teaching practices, and determine future goals for growth. The data are quantitative and are analyzed on a quarterly and annual basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 6 (TPE Domain F)---- TPA Task 4: Culminating Teaching Experience	Exceeded	Exceeded	X	X		X	X	X	
			Integrate knowledge and abilities in being a legal, ethical, and professional educator for all P12 learners, including those with diverse learning needs.	PLO 6 (TPE Domain F)---- Teaching Performance Assessment & Evaluation	Direct - Other	This form assesses and evaluates student teachers (TED 530A/B) and interns' (TED 628A/B) teaching performances during their clinical experiences. The form is organized around the six TPE Domains or standards of teaching competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs 1-6. The TPAE is a digitized eform submitted into SOAR by the candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP and two PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods. Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels: - Beginning (score of 1) - Emerging (score of 2) - Applying (score of 3) - Integrating (score of 4) The findings are calculated based on the culminated 'mean' score for each PLO/TPE Domain; and the mean is interrupted using the same descriptive teaching performance levels provided above. For PLO 6 (TPE Domain F: Becoming a Professional Educator), there are 10 TPE competency statements, for a total score of 40 points. The findings are reported as an overall 'mean' score. The quantitative data are collected and housed in SOAR and managed by the Credentials Office. The PLO 6 (TPE Domain F) findings are analyzed twice a year, at the end of each clinical practice semester.	FORMATIVE / Mid-Point. The 'mean' scores are: Not Met: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Beginning and Emerging, respectively. Met: 3 representing Applying teaching performance level Exceeded: 4 representing Integrating teaching performance level	Findings for PLO 6 (TPE Domain F)---- Teaching Performance Assessment & Evaluation	Exceeded	Exceeded	X	X		X	X	X	
			Integrate knowledge and abilities in being a legal, ethical, and professional educator for all P12 learners, including those with diverse learning needs.	PLO 6 (TPE Domain F)---- TPA Task 2 Designing Instruction	Direct - Other	The candidate responds in a written format to five-steps and corresponding prompts. Based on two focus students' their learning characteristics and instructional needs as well as a hypothetical classroom with self-identified academic content standards, the candidate designs appropriate instruction connected the academic content to specific learner characteristics for the whole class and the two focus students. The data are quantitative and are analyzed on a quarterly and annual basis.	Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Moving Away: 89% & below Met: 90-95% Exceeded: 96% - 100%	Findings for PLO 6 (TPE Domain F)---- TPA Task 2 Designing Instruction	Not Met	Moving Away	X	X		X	X	X	
Department of Teacher Education	Master of Education (All Programs)	Outcome 7	Analyze the application of educational research, evidence-based practices, and academic writing.	PLO-7-- Signature Assignment #1: TED 606	Direct - Student Artifact	This Signature Assignment is from the 'foundations' area of graduate teacher credential programs: TED 606 Equity and Diversity . The foundation area is the first cluster of courses in the credential program, taken prior to the credential area (Multiple Subject or Single Subject) cluster. This Signature Assignment reflects an emphasis on research based writing, using evidence-based data with a deep reflection. All data are quantitative, using a four-point/level rubric, with common descriptors consistent with TPA and Teaching Performance Assessment and Evaluation (clinical experience) measures.	For this Signature Assignment the quality metric is (X% students who scored 90% or more of possible points) Approaching 74.9% & below Met 75-84.9% Students Exceeding 85% & above	For this Signature Assignment: (X% students who scored 90% or more of possible points) Moving Away 85-87.9% Students Approaching 88-89.9% Students Exceeding 90-100%	Findings for PLO-7-- Signature Assignment #1: TED 606			X	X	X	X		X	X
			Analyze the application of educational research, evidence-based practices, and academic writing.	PLO-7-- Signature Assignment #2: TED 621A and TED 623	Direct - Student Artifact	This Signature Assignment is from the 'credential methods' area of graduate teacher credential programs: TED 621A (Language Development Methods: Elementary) and TED 623 (Language Development Methods: Secondary). Both assignment are the same and use the same rubric. The credential methods (Multiple Subject or Single Subject) area is the second cluster of courses in the credential program, taken prior to student teaching application cluster. This Signature Assignment reflects an emphasis on research based writing, using evidence-based data with a deep reflection. All data are quantitative, using a four-point/level rubric, with common descriptors consistent with TPA and Teaching Performance Assessment and Evaluation (clinical experience) measures.	For this Signature Assignment the quality metric is (X% students who scored 90% or more of possible points) Approaching 74.9% & below Met 75-84.9% Students Exceeding 85% & above	For this Signature Assignment the quality metric is (X% students who scored 90% or more of possible points) Moving Away 85-87.9% Students Approaching 88-89.9% Students Exceeding 90-100%	Findings for PLO-7-- Signature Assignment #2: TED 621A and TED 623			X	X	X	X		X	X
			Analyze the application of educational research, evidence-based practices, and academic writing.	PLO-7-- Signature Assignment #3: TED 690	Direct - Student Artifact	This Signature Assignment is from TED 690 'Capstone Experience' course, which is the last course in the M.Ed. program. This Signature Assignment reflects an emphasis on research based writing, using evidence-based data with a deep reflection. All data are quantitative, using a four-point/level rubric, with common descriptors consistent with TPA and Teaching Performance Assessment and Evaluation (clinical experience) measures.	For this Signature Assignment the quality metric is (X% students who scored 90% or more of possible points) Approaching 74.9% & below Met 75-84.9% Students Exceeding 85% & above	For this Signature Assignment the quality metric is (X% students who scored 90% or more of possible points) Moving Away 85-87.9% Students Approaching 88-89.9% Students Exceeding 90-100%	Findings for PLO-7-- Signature Assignment #3: TED 690			X	X	X	X		X	X
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 1	Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.	Program Exit Survey	Indirect - Survey				Findings for Program Exit Survey					X	X			
			Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.	Sign. Assign. SPD 604 Case Study	Direct - Student Artifact	Case Study Candidates select the case study appropriate their content areas and respond to five prompts with detailed answers and clear rationales. A. Given the information from the case study identify the following for the student: strengths, needs, interests, and preferred way of learning. B. Given the data provided about this student which of the family of models of teaching and / or theories would you primarily draw on for help? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. C. Given the data provided about this student and doing your instructional planning, think of the various teaching methodologies that would be most effective. Which would you select? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. D. Identify and write one learning objective that would be relevant and essential for the student. Why did you select this objective? (This does not need to be written as a behavioral learning objective.) E. Given the learning objective you identified, what type of measurement(s) would you employ to determine if your objective was met? F. How and why would you communicate w/ the parent(s) or guardian(s)?	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total 'paper' rubric points	Findings for Sign. Assign. SPD 604 Case Study					X	X			
			Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.	Sign. Assign. TED 621A	Direct - Student Artifact	Annotated Lesson Plan Candidates select a 'student profile' from four possible options. Candidates create a detailed SDAIE or Sheltered English lesson plan based on both the California English Language Art Standards and English Language Development standards, as well as your specific content area standards. Candidates state appropriate goals, objectives, outcomes, rationale, describe content presentation methods, instructional strategies (especially SDAIE and related strategies), learning activities, classroom management, technology, assessment techniques, and teaching materials. Design the lesson to meet the needs of an English Learner as specified in one of the student profiles listed below. The plan should demonstrate your knowledge of second language development strategies (especially SDAIE), ensure that grade-appropriate and advanced curriculum is comprehensible to all *(1/3 Plus Model), and demonstrate effective management practices. Candidates, then, write a separate annotation section thoroughly explaining their planning decisions, how, and why their lesson plans meet the needs of all students, especially the selected profiled EL student. Use course readings to support the planning decisions.	80% of students earn 85% or better on the Standard 1's points	90% of students earn 85% or better on the Standard 1's points.	Findings for Sign. Assign. TED 621A					X	X			
			Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.	Student Teaching Assessment Form--InTASC Standard 1	Direct - Other	InTASC Standard 1 is evaluated during student teaching. There are three competencies assessed:	80% of students earn 85% or better on the Standard 1's points.	90% of students earn 85% or better on the Standard 1's points.	Findings for Student Teaching Assessment Form--InTASC Standard 1	Exceeded	Exceeded			X	X			

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Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 2	Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	Program Exit Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X	X			
			Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	Sign Assign TED 602	Direct - Student Artifact	Essay and Teacher Interview Candidates interview a (California) teacher in a selected area (special education or general education, K-6 or G7-12) and obtain information about the school's SARC (school report card) report. Candidates interview the (California) teachers on a number of areas, including: a) impact of NCLB on their teaching, b) the practice of inclusion in the classroom, c) the role diversity plays in teaching, and d) the meaning of 'culturally responsive teaching'. The assignment asks the candidates to integrate their interview information, concepts from their reading assignments along with personal perspectives to form their essay analysis describing the impact on their teaching philosophies and practices.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Sign Assign TED 602					X	X			
			Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	Student Teaching InTASC Standard 2 Learning Differences	Direct - Other	This InTASC standard measures 6 competencies.	80% of students earn 85% or better on the Standard 2's points.	90% of students earn 85% or better on the Standard 2's points.	Findings for Student Teaching InTASC Standard 2 Learning Differences	Met	Approaching			X	X			
			Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	TED 616A	Direct - Student Artifact		80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for TED 616A					X	X			
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 3	Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Program Exit Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X		X	X	
			Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Sign Assign TED 606	Direct - Student Artifact	Classroom Observation and Paper Candidates select a school reflecting the overall demographics of a California classroom, including race/ethnicity (Ed Data) and diverse socio-economic status of the school. During the observation, observe the diversity in the classroom and address the following in your paper: • Overview of the ethnic diversity in the classroom; • Describe how the teacher addresses the diverse needs of the students, including curriculum, activities, and interactions with the students; and • Describe how students interact, collaborate, and have discussions in a diverse classroom setting. • Describe student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities. The paper includes: a. 5–7 pages plus references, APA format, and a reference page b. Description of the classroom diversity, including data if possible about; • Number of students with special needs; • How the diverse needs are met in the classroom • Student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities; and • Application of knowledge about the understanding, appreciation, respect and acceptance for student diversity, individual identity as well as culturally responsive instruction and critique of your own beliefs.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Sign Assign TED 606					X		X	X	
			Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Sign Assign TED 626	Direct - Student Artifact		80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total "paper" rubric points.	Findings for Sign Assign TED 626					X		X	X	
			Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Student Teaching InTASC standard 3	Direct - Other	InTASC standard 3 measures 6 competencies.	80% of students earn 85% or better on the Standard 3's points.	90% of students earn 85% or better on the Standard 3's points.	Findings for Student Teaching InTASC standard 3	Met	Exceeded			X		X	X	
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 4	Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.	Program Exit Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not	Findings for Program Exist Survey					X			X	
			Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.	Sign. Assign. TED 602	Direct - Student Artifact	Essay and Teacher Interview Candidates interview a (California) teacher in a selected area (special education or general education, K-6 or G7-12) and obtain information about the school's SARC (school report card) report. Candidates interview the (California) teachers on a number of areas, including: a) impact of NCLB on their teaching, b) the practice of inclusion in the classroom, c) the role diversity plays in teaching, and d) the meaning of 'culturally responsive teaching'. The assignment asks the candidates to integrate their interview information, concepts from their reading assignments along with personal perspectives to form their essay analysis describing the impact on their teaching philosophies and practices. Field Experience and Teacher Interview Candidates interview a self-selected teacher in general or special education (grade and content area) to investigate a number of issues, including Maslow's Hierarchy of Needs. There reflective prompts centered on the importance of basic needs being met and their relationships to being successful in K-12 schools.	80% of students will score 85% or better total "paper' rubric points.	90% of students will score 90% or better on total "paper" rubric points.	Findings for Sign. Assign. TED 602					X			X	
			Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content	Sign. Assingn. TED 616B	Direct - Student Artifact		80% of students will score 85% or better total "paper' rubric points	90% of students will score 90% or better on total "paper' rubric points.	Findings for Sign. Assingn. TED 616B					X			X	
			Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content	Student Teaching InTASC standard 4	Direct - Other	This InTASC standard 4 measures 9 competencies	80% of students earn 85% or better on the Standard 4's points.	90% of students earn 85% or better on the Standard 4's points.						X			X	
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 5	Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Progam Exist Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Progam Exist Survey				X	X			X	
			Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Sign Assign. TED 606	Direct - Student Artifact	Classroom Observation and Paper Candidates select a school reflecting the overall demographics of a California classroom, including race/ethnicity (Ed Data) and diverse socio-economic status of the school. During the observation, observe the diversity in the classroom and address the following in your paper: • Overview of the ethnic diversity in the classroom; • Describe how the teacher addresses the diverse needs of the students, including curriculum, activities, and interactions with the students; and • Describe how students interact, collaborate, and have discussions in a diverse classroom setting. • Describe student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities. The paper includes: a. 5–7 pages plus references, APA format, and a reference page b. Description of the classroom diversity, including data if possible about; • Number of students with special needs; • How the diverse needs are met in the classroom • Student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities; and • Application of knowledge about the understanding, appreciation, respect and acceptance for student diversity, individual identity as well as culturally responsive instruction and critique of your own beliefs.	80% of students earn 85% or better on the assignment	90% of students earn 85% or better on the assignment.	Findings for Sign Assign. TED 606				X	X			X	
			Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Sign. Assign. TED 616A	Direct - Student Artifact		80% of students earn 85% or better on the assignment	90% of students earn 85% or better on the assignment	Findings for Sign. Assign. TED 616A				X	X			X	
			Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Student Teaching InTASC standard 5	Direct - Other	InTasc standard 5 measures 8 competencies	80% of students earn 85% or better on the Standard 5's points.	90% of students earn 85% or better on the Standard 5's points.	Findings for Student Teaching InTASC standard 5	Met	Exceeded		X	X			X	
			Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher is instructional planning.	Program Exist Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exist Survey					X			X	

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Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 6	Integrate knowledge and abilities in designing and using multiple methods of assessment that learne use to monitor their own growth and decision-making as well as guide the teacher is instructional planning.	Sign Assign. TED 606	Direct - Student Artifact	Classroom Observation and Paper Candidates select a school reflecting the overall demographics of a California classroom, including race/ethnicity (Ed Data) and diverse socio-economic status of the school. During the observation, observe the diversity in the classroom and address the following in your paper: • Overview of the ethnic diversity in the classroom; • Describe how the teacher addresses the diverse needs of the students, including curriculum, activities and interactions with the students; and • Describe how students interact, collaborate, and have discussions in a diverse classroom setting. • Describe student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities. The paper includes: a. 5-7 pages plus references, APA format, and a reference page b. Description of the classroom diversity, including data if possible about; • Number of students with special needs; • How the diverse needs are met in the classroom • Student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities; and • Application of knowledge about the understanding, appreciation, respect and acceptance for student diversity, individual identity as well as culturally responsive instruction and critique of your own beliefs.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for Sign Assign. TED 606					X			X	
			Integrate knowledge and abilities in designing and using multiple methods of assessment that learne use to monitor their own growth and decision-making as well as guide the teacher is instructional planning.	Sign. Assign. TED616A	Direct - Student Artifact		70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points	Findings for Sign. Assign. TED616A					X			X	
			Integrate knowledge and abilities in designing and using multiple methods of assessment that learne use to monitor their own growth and decision-making as well as guide the teacher is instructional planning.	Student Teaching InTASC standard 6	Direct - Other	InTASC standard 6 measures 11 competencies	80% of students earn 85% or better on the Standard 6's points.	90% of students earn 85% or better on the Standard 6's points.	Findings for Student Teaching InTASC standard 6	Met	Approaching			X			X	
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 7	Integrate knowledge of learners and the community context in planning instruction that supports eve student in meeting rigorous learning goals of content areas.	Program Exit Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X			X	
			Integrate knowledge of learners and the community context in planning instruction that supports eve student in meeting rigorous learning goals of content areas.	Sign. Assign. SPD 604	Direct - Student Artifact	Case Study Candidates select the case study appropriate their content areas and respond to five prompts with detailed answers and clear rationales. A. Given the information from the case study identify the following for the student: strengths, needs, Interests, and preferred way of learning. B. Given the data provided about this student which of the family of models of teaching and / or theories would you primarily draw on for help? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. C. Given the data provided about this student and doing your instructional planning, think of the various teaching methodologies that would be most effective. Which would you select? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. D. Identify and write one learning objective that would be relevant and essential for the student. Why did you select this objective? (This does not need to be written as a behavioral learning objective.) E. Given the learning objective you identified, what type of measurement(s) would you employ to determine if your objective was met? F. How and why would you communicate w/ the parent(s) or guardian(s)?	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points	Findings for Sign. Assign. SPD 604					X			X	
			Integrate knowledge of learners and the community context in planning instruction that supports eve student in meeting rigorous learning goals of content areas.	Student Teaching InTASC standard 7	Direct - Other	InTASC standard 7 measures 6 competencies	80% of students earn 85% or better on the Standard 7's points.	90% of students earn 85% or better on the Standard 7's points	Findings for Student Teaching InTASC standard 7	Met	Approaching			X			X	
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 8	Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners t develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Program Exit Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X			X	
			Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners t develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Sign. Assign. TED 602	Direct - Student Artifact	Essay and Teacher Interview Candidates interview a (California) teacher in a selected area (special education or general education, K-6 or G7-12) and obtain information about the school's SARC (school report card) report. Candidates interview the (California) teachers on a number of areas, including: a) impact of NCLB on their teaching, b) the practice of inclusion in the classroom, c) the role diversity plays in teaching, and d) the meaning of 'culturally responsive teaching'. The assignment asks the candidates to integrate their interview information, concepts from their reading assignments along with personal perspectives to form their essay analysis describing the impact on their teaching philosophies and practices. Field Experience and Teacher Interview Candidates interview a self-selected teacher in general or special education (grade and content area) to investigate a number of issues, including Maslow's Hierarchy of Needs. There reflective prompts centered on the importance of basic needs being met and their relationships to being successful in K-12 schools.	70% of students will score 80% or better total 'Lesson Plan' rubric points.	80% of students will score 90% or better on total 'Lesson Plan' rubric points.	Findings for Sign. Assign. TED 602					X			X	
			Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners t develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Sign. Assign. TED 616C	Direct - Student Artifact		70% of students will score 80% or better total 'Lesson Plan' rubric points.	80% of students will score 90% or better on total 'Lesson Plan' rubric points.	Findings for Sign. Assign. TED 616C					X			X	
			Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners t develop deep understanding of content areas and build skills to apply knowledge in meaningful ways	Student Teaching InTASC standard 8	Direct - Other	InTASC standard 8 measures 9 competencies	80% of students earn 85% or better on the Standard 8's points.	90% of students earn 85% or better on the Standard 8's points.	Findings for Student Teaching InTASC standard 8	Met	Approaching			X			X	
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 9	Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, a the community.	Program Exit Survey	Indirect - Survey		For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X	X		X	
			Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, a the community.	Sign. Assign SPD 604	Direct - Student Artifact	Case Study Candidates select the case study appropriate their content areas and respond to five prompts with detailed answers and clear rationales. A. Given the information from the case study identify the following for the student: strengths, needs, Interests, and preferred way of learning. B. Given the data provided about this student which of the family of models of teaching and / or theories would you primarily draw on for help? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. C. Given the data provided about this student and doing your instructional planning, think of the various teaching methodologies that would be most effective. Which would you select? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. D. Identify and write one learning objective that would be relevant and essential for the student. Why did you select this objective? (This does not need to be written as a behavioral learning objective.) E. Given the learning objective you identified, what type of measurement(s) would you employ to determine if your objective was met? F. How and why would you communicate w/ the parent(s) or guardian(s)?	70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Sign. Assign SPD 604					X	X		X	
			Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, a the community.	Sign. Assign. TED 649	Direct - Student Artifact		70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points	Findings for Sign. Assign. TED 649					X	X		X	
			Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, a the community.	Student Teaching InTASC standard 9	Direct - Other	InTASC standard 9 measures 5 competencies	80% of students earn 85% or better on the Standard 9's points.	90% of students earn 85% or better on the Standard 9's points.	Findings for Student Teaching InTASC standard 9	Met	Approaching			X	X		X	
Department of Teacher Education	Master of Education with Nevada Elementary Licensure	Outcome 11	Evaluate the application of educational research, evidence-based practices, and academic writing with a focus on elementary education	No Measure specified										X	X		X	
Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 1	Apply educational research, evidence-based practice and academic writing in secondary education.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey			X	X				X	
			Apply educational research, evidence-based practice and academic writing in secondary education.	MAT 640 Applied Research Proposal	Direct - Student Artifact	MAT 640 Final Project: The final project will be a three chapter capstone project with a reference section at the end, double spaced using 12 point font, and prepared in APA format. Length of the paper will be approximately 20 pages. The final product will contain A title page An abstract A table of Contents Chapter 1, an overview of the project with appropriate headings as outlined in the worksheet Chapter 2, a well organized review of literature of the topic with appropriate headings Chapter 3, a plan for carrying out an application of the literature review (please see project worksheet in resources section and the list of applications above for options and suggested formats) A reference section that should list about 20 references written in APA format. (Do not include references of works not cited within the text of your project.)	Acceptable Target: 90% of candidates will meet target.	Ideal: 95% of candidates will meet target.	Findings for MAT 640 Applied Research Proposal	Met	Approaching	X	X				X	
			Apply educational research, evidence-based practice and academic writing in secondary education.	TED 640 Supervisor Evaluation of Student Teaching	Direct - Other	TED 640 A or B. Evaluation completed by the supervisor during student teaching. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates course schedules.	Since all candidates must successfully complete student teaching to receive the degree, 100% is both acceptable and ideal.	Since all candidates must successfully complete student teaching to receive the degree, 100% is both acceptable and ideal.	Findings for TED 640 Supervisor Evaluation of Student Teaching			X	X				X	

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Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 2	Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey					X	X			
			Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.	TED 640 Supervisory Evaluation of Student Teaching.		TED 640 A or B. Evaluation of demonstrated application of language styles and diversity completed by Student teaching Supervisor during student teaching. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	90% of candidates meet standards.	95% of candidates exceed standards.	Findings for TED 640 Supervisory Evaluation of Student Teaching.					X	X			
			Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.	TED 640 Teaching Lesson Plan	Direct - Student Artifact	TED 640 A/B Assignment. Candidates complete teaching lesson plans during student teaching.The plans are turned in to their supervisor who provides feedback. The supervisor collects and archives the paper based lesson plans.	Acceptable: 90% of candidates meet standards.	95% of candidates exceed standards.	Findings for TED 640 Teaching Lesson Plan					X	X			
Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 3	Apply Teacher Performance Expectations and subject specific pedagogical competencies.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey			X	X	X	X	X	X	X
			Apply Teacher Performance Expectations and subject specific pedagogical competencies.	PRAXIS II	Direct - Exam	All candidates are required to take and pass PRAXIS II (content and pedagogy exams) prior to entering student teaching. Copies of scores are kept on file in student records and on Singularity e-forms. Pass rates vary depending on subject area	100% Pass Rate. Candidates cannot continue in the program until they pass PRAXIS II.	100% Pass Rate. Candidates cannot continue in the program until they pass PRAXIS II.	Findings for PRAXIS II			X	X	X	X	X	X	X
			Apply Teacher Performance Expectations and subject specific pedagogical competencies.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate student teachers specific content knowledge and pedagogy on the evaluation form. Evaluations are done during TED 640 A/ B. Candidate evaluations are archived in Singularity.	100% of candidates pass student teaching.	100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching			X	X	X	X	X	X	X
			Apply Teacher Performance Expectations and subject specific pedagogical competencies.	TED 649 Classroom Management Plan	Direct - Student Artifact	The focus of TED 649, the Student teaching Seminar, is practical applications of classroom management strategies. Candidates will submit a classroom management plan for their student teaching placement class. This is an on ground independent study course. Therefore the instructor has the student put the assignment in the ePortfolio.	Acceptable: 90% pass assignment.	100% pass assignment	Findings for TED 649 Classroom Management Plan			X	X	X	X	X	X	X
Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 4	Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	Candidate Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Survey					X			X	
			Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	EXC 625 Case Study Analysis	Direct - Student Artifact	Assignment for EXC 625. Case Study (20 points) Candidates will apply information learned through their text, websites and discussions to a given case study and design accommodations and/or modifications for a student with an exceptionality. Signature Assignment for Nevada candidates will be extracted from the eCollege drop boxes. Candidate course schedules	90% pass assignment.	95% pass assignment	Findings for EXC 625 Case Study Analysis					X			X	
			Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate candidates' ability to meet the needs of all students on the evaluation form. Evaluations are done during TED 640 A/ B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Acceptable: 100% of candidates pass student teaching.	Ideal: 100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching					X			X	
Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 5	Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey			X			X		X	
			Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.	MAT 640 Research Proposal	Direct - Student Artifact	MAT 640 Final Project: The final project will be a three chapter capstone project with a reference section at the end, double spaced using 12 point font, and prepared in APA format. Length of the paper will be approximately 20 pages. The final product will contain A title page An abstract A table of Contents Chapter 1, an overview of the project with appropriate headings as outlined in the worksheet Chapter 2, a well organized review of literature of the topic with appropriate headings Chapter 3, a plan for carrying out an application of the literature review (please see project worksheet in resources section and the list of applications above for options and suggested formats) A reference section that should list about 20 references written in APA format. (Do not include references of works not cited within the text of your project.)	Acceptable Target: 90% of candidates will meet target.	Ideal: 95% of candidates will meet target.	Findings for MAT 640 Research Proposal	Met	Approaching	X			X		X	
			Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.	MAT 643 Instructional Unit	Direct - Student Artifact	Candidates in MAT 643 complete an Instructional Unit. 1.Design a Standards-based Instructional Unit which uses at least one of the model of teaching from each of the four families of models (Information Processing, Social, Personal, and Behavioral Families) with a clear rationale for each model of teaching you choose to use within the unit you design.	Acceptable: Candidates score 90% or better on the assignment.	Ideal: Candidates score 95% or better on the assignment.	Findings for MAT 643 Instructional Unit			X			X		X	
Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 6	Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	Candidate Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Survey			X	X	X	X	X	X	X
			Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	TED 625 A Student Profile/ Differentiation	Direct - Student Artifact	Student profile and differentiation assignment is created in TED 625A. Signature Assignment for Nevada candidates will be extracted from the eCollege drop boxes. Candidate course schedules will be used to determine when the data is available. This assignment utilizes a grading rubric.	Acceptable: 90% of candidates pass assignment.	Ideal: 95% pass rate.	Findings for TED 625 A Student Profile/ Differentiation			X	X	X	X	X	X	X
			Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Student Artifact	Student teaching supervisors evaluate candidates' ability to connect knowledge of students, content knowledge and appropriate standards. Evlauations is done during TED 640 A/ B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Acceptable: 100% of candidates pass student teaching.	Ideal: 100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching			X	X	X	X	X	X	X
Department of Teacher Education	Master of Education with Nevada Secondary Licensure	Outcome 7	Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards. An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey			X	X	X	X	X	X	X
			Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	TED 625B Teach and Reflect	Direct - Student Artifact	Candidates are asked to complete a Teach and reflect assignment that asks them to reflect about assessments and their connection to academic goals.	Acceptable: 90% of candidates pass assignment.	Ideal: 95% pass rate	Findings for TED 625B Teach and Reflect			X	X	X	X	X	X	X
			Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate candidates' ability to create appropriate assessment tools for students. Evlauations is done during TED 640 A/ B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Acceptable: 100% of candidates pass student teaching.	100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching			X	X	X	X	X	X	X
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 1	Create a vision of learning that is shared and supported by the school community.	Candidates will create a vision of learning that is shared and supported by the school community.	Direct - Student Artifact	Performance in course: EDA 670N As measured by candidate performance on the Vision of Leadership Signature Assignment	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 670N.	95% of Candidates will score 90% or better on the signature assessments for EDA 670N.										
			Create a vision of learning that is shared and supported by the school community.	Candidates will create a vision of learning that is shared and supported by the school community.	Direct - Student Artifact	Performance in courses: EDA 670N EDA 674N As measured by average of the scores on the Vision of Leadership assignment in EDA 670N and the Final Exam in EDA 674N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by the average of the scores in the identified course Signature assignments.	Findings for Candidates will create a vision of learning that is shared and supported by the school community.									
			Create a vision of learning that is shared and supported by the school community.	Candidates will create a vision of learning that is shared and supported by the school community.	Indirect - Survey	EDA 673N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 6 of the student disposition in EDA 673N	60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 6 of the student disposition in EDA 673N.	Findings for Candidates will create a vision of learning that is shared and supported by the school community.									
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 2	Develop a school culture conducive to student learning and staff professional growth.	. Candidates will develop a school culture conducive to student learning and staff professional growth.	Indirect - Survey	EDA 673N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 7 of the student disposition in EDA 673N	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 7 of the student disposition in EDA 673N.	Findings for . Candidates will develop a school culture conducive to student learning and staff professional growth.									
			Develop a school culture conducive to student learning and staff professional growth.	Candidates will develop a school culture conducive to student learning and staff professional growth.	Direct - Exam	Performance in EDA 674N: as measured by candidate performance on the Final Exam.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 674N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 674N.	Findings for Candidates will develop a school culture conducive to student learning and staff professional growth.									
			Develop a school culture conducive to student learning and staff professional growth.	Candidates will develop a school culture conducive to student learning and staff professional growth.	Direct - Student Artifact	Performance in courses: EDA 672N EDA 676N As measured by average of the scores on the Budget Development project in EDA 672N and the Community Resources/ Assets Mapping Plan in EDA 676N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for Candidates will develop a school culture conducive to student learning and staff professional growth.									
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 3	Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen	Direct - Student Artifact	Performance in course EDA 672N: as measured by candidate performance on the Budget Development Project and the Community Resources/ Assets Mapping Plan in EDA 676N.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 672N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 672N.	Findings for Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen									
			Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen	Direct - Exam	Performance in courses: EDA 671N EDA 674N As measured by average of the scores on The Educational Law Case Study in EDA 671N and the final Examination in EDA 674N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen									
			Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen	Indirect - Survey	EDA 673N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 1 of the student disposition in EDA 673N	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 1 of the student disposition in EDA 673N.	Findings for Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen									

Sandord College of Education
2016 Outcome Assessment

Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 4	Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a	Direct - Student Artifact	Performance in course EDA 676: as measured by candidate performance on the Public Relations Plan.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 626.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 626.	Findings for Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a									
			Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a	Direct - Student Artifact	Performance in courses: EDA 670N EDA 677N As measured by average of the scores in the Vision of Leadership in EDA 670N and the Power Point Presentation in EDA 677N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a									
			Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a	Indirect - Survey	EDA 673N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 14 of the student disposition in EDA 673N	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 14 of the student disposition in EDA 673N.	Findings for Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a									
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 5	Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.	Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.	Direct - Student Artifact	Performance in course EDA 677N: as measured by candidate performance on the Power Point Presentation Project.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 677N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 677N.	Findings for Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.									
			Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.	Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.	Direct - Exam	Performance in courses: EDA 671N EDA 675N As measured by average of the scores on the Educational Law Case Study in EDA 671N and the Final Exam in EDA 675N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better on the identified course Signature Assessments.	Findings for Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.									
			Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.	Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.	Indirect - Survey	EDA 673N. - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 15 of the student disposition in EDA 673N	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 15 of the student disposition in EDA 673N.	Findings for Candidates will evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.									
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 6	Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.	Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts a school or school system.	Direct - Student Artifact	Performance in course EDA 671N: as measured by candidate performance on the Educational Law Case Study.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 671N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 671N.	Findings for Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts a school or school system.									
			Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.	Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts a school or school system.	Direct - Exam	Performance in courses: EDA 674N EDA 670N As measured by average of the scores on the Final Exam in in EDA 674N and the Vision of Leadership assignment in EDA 670N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better of the scores in the identified course Signature Assignments.	Findings for Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts a school or school system.									
			Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.	Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts a school or school system.	Indirect - Survey	EDA 673N. - Collected Candidate Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 4 of the student disposition in EDA 673N	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 4 of the student disposition in EDA 673N.	Findings for Candidates will analyze the larger political, social, economic, legal, and cultural context that impacts a school or school system.									
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 7	Critically analyze a topic related to educational leadership through the lens of a researcher.	Candidates will demonstrate the ability to evaluate leadership within the lens of ethics and philosophy.	Direct - Student Artifact	Performance in course EDA 677N as measured by candidate performance on the Signature Assessment Ethics Power Point final presentation.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 677N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 677N.	Findings for Candidates will demonstrate the ability to evaluate leadership within the lens of ethics and philosophy.									
			Critically analyze a topic related to educational leadership through the lens of a researcher.	Candidates will demonstrate the ability to evaluate leadership within the lens of ethics and philosophy.	Direct - Student Artifact	Performance in courses EDA 672N and EDA 671N as measured by average scores on the signature assessment budget evaluation in EDA 672N and the signature assessment Educational Law Case study in EDA 671N	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better of the scores in the identified course Signature Assignments.	Findings for Candidates will demonstrate the ability to evaluate leadership within the lens of ethics and philosophy.									
			Critically analyze a topic related to educational leadership through the lens of a researcher.	Candidates will demonstrate the ability to evaluate leadership within the lens of ethics and philosophy.	Indirect - Survey	EDA 673N - Collected Candidate Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 11 of the student disposition in EDA 673N.	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 11 of the student disposition in EDA 673N	Findings for Candidates will demonstrate the ability to evaluate leadership within the lens of ethics and philosophy.									
Department of Teacher Education	Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only)	Outcome 8	Evaluate leadership within the lens of ethics and philosophy.	Critically analyze a topic related to educational leadership through the lens of a researcher	Direct - Exam	Performance in course ILD 625 as measured by candidate performance on the Final Examination.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for ILD 625.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for ILD 625.	Findings for Critically analyze a topic related to educational leadership through the lens of a researcher									
			Evaluate leadership within the lens of ethics and philosophy.	Critically analyze a topic related to educational leadership through the lens of a researcher	Direct - Student Artifact	Performance on Key Assessment – Revised Project Timeline EDA 637	Acceptable: 80% of Candidates submit and pass the key assessment	Ideal: All candidates will submit and pass the key assessment.	Findings for Critically analyze a topic related to educational leadership through the lens of a researcher									
			Evaluate leadership within the lens of ethics and philosophy.	Critically analyze a topic related to educational leadership through the lens of a researcher	Indirect - Survey	EDA 673N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 5 of the student disposition in EDA 673N	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 5 of the student disposition in EDA 673N	Findings for Critically analyze a topic related to educational leadership through the lens of a researcher									