

Detailed Assessment Report
As of: 10/07/2013 10:59 AM EST
2012-2013 Education (Special Education) PhD

Mission / Purpose

The mission of the Department of Curriculum, Instruction, and Special Education is to develop the knowledge, skills, and dispositions to enable candidates to serve as effective educational leaders in a variety of roles in the K-12 settings. Candidates graduating from the University of Southern Mississippi will use the power of knowledge to inform, the power to inspire, the power to transform lives, and the ability to empower a community of learners. At the doctoral level, the mission of the Special Education Program in the Department of Curriculum, Instruction, and Special Education is to develop the knowledge, skills and dispositions to enable candidates to serve as teacher educators at the college/university level, to serve as curriculum leaders and consultants in school districts and educational agencies, to contribute to the educational and pedagogical knowledge base through conducting and publishing evidence-based research, and to secure funding to support research and development.

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

SLO 1:Articulate content and theoretical knowledge.

Doctoral Candidates will synthesize and articulate special education content and theoretical knowledge in their particular areas of research and study.

Relevant Associations:

NCATE/CEC

Related Measures:

M 1:Qualifying Examinations

After the doctoral foundation courses are completed, doctoral candidates take a preliminary essay examination to determine their qualifications to further pursue the degree and to assist in planning their degree program. A scoring rubric is used for scoring. The rubric consists of a five-point scale with an average score of three on both mastery of content and on mastery of communication being required for successful completion of the examination. The examinations are read by a minimum of two faculty members with a third faculty member reading if needed for consensus.

Target:

Ninety-five percent (95%) will successfully complete the doctoral qualifying examinations. Results will be used to plan the candidates` programs regarding special education content and theoretical knowledge.

Findings (2012-2013) - Target: Met

Summer 2012

1/1 (100%) successfully completed qualifying examinations on the first attempt

Fall 2012

1/1 (100%) successfully completed qualifying examinations on the first attempt.

Spring 2013

1/1 (100%) successfully completed qualifying examinations on the first attempt.

M 2: Doctoral Portfolio

The doctoral professional portfolio is a collection of artifacts/tasks and reflections that demonstrate attainment of the objectives/outcomes that are required of doctoral-level candidates. The portfolio tasks are aligned with CISE doctoral level outcomes and with National Board for Professional Teaching Standards (NBPTS). A scoring rubric is completed by doctoral level faculty. Ratings on the rubric are exemplary (3), mastery (2), and unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of doctoral candidates will achieve a rating of exemplary (3) or mastery (2) on the professional portfolio outcome for articulating content and theoretical knowledge.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

1/1 (100%) rated exemplary (3)

1/1 (100%) rated mastery (2)

Spring 2013

0 candidates at this transition point.

Total

2/2 (100%) rated mastery (2) or exemplary (3) on the outcome for articulating content and theoretical knowledge.

M 3: Comprehensive Exam

The Doctoral Comprehensive examination is an essay examination which assesses the depth and application of content and theoretical knowledge and mastery of communication. Questions are aligned to the content standards of the specific doctoral degree program. A rubric detailing relationship of the response to content knowledge, support of the response by research, practice and informed opinion, comprehensiveness and organization of the response, and effectiveness of expression is used for scoring. A candidate will achieve a score of 1-5 on each area with a score of 3 being required for passing each part. The examinations are evaluated by members of the candidates' doctoral committee according to the rubric.

Target:

Ninety-five percent of doctoral candidates will pass the doctoral comprehensive examination on the first attempt. A candidate will achieve a score of 1-5 on each area with a score of 3 being required for passing each part. The examinations are evaluated by the five members of the candidate's doctoral committee according to the rubric.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

0 candidates at this transition point

Spring 2013

1/1 (100%) scored 3 or higher on a 5-point rating scale for articulating content and theoretical knowledge.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Revise the written comprehensive examination.

Established in Cycle: 2006-2007

Revise the written comprehensive examinations. Questions will be developed by the candidate`s committee in their area(s) of expe...

M 4:Dissertation

The dissertation is an original and significant contribution to the knowledge base in the specific doctoral content area. After completion, a final oral examination of the dissertation and related fields is conducted by the candidate`s doctoral committee.

Source of Evidence: Senior thesis or culminating major project

Target:

Ninety-five percent (95%) of candidates will complete the dissertation and successfully defend the dissertation within eight calendar years from the date of initial enrollment in the doctoral program. A final oral defense of the dissertation and related fields is evaluated and approved by the candidate`s doctoral committee which is comprised of five faculty members.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point.

Fall 2012

0 candidates at this transition point.

Spring 2013

1/1 (100%) successfully defended the dissertation.

Total

1/1 (100%) successfully defended the dissertation.

M 5:Exit Interview/Survey

The exit interview/survey is a survey of the doctoral candidates` perceptions of their acquisition of the outcomes of the doctoral program.

Target:

Ninety (90%) of special education Ph.D. candidates answering the exit survey will average three or higher on a five point scale regarding acquisition of special education content and theoretical knowledge.

Findings (2012-2013) - Target: Met

Summer 2012

0 graduates

Fall 2012

0 graduates

Spring 2013

1/1 (100%) rated 5 on 5-point scale for articulating content and theoretical knowledge

Total

1/1 (100%) rated >3 on a five point scale for articulating content and theoretical knowledge.

SLO 2: Synthesize and articulate learning theories.

Doctoral Candidates will synthesize and articulate information across the knowledge bases of special education learning theories and teaching.

Relevant Associations:

NCATE/CEC

Related Measures:

M 2: Doctoral Portfolio

The doctoral professional portfolio is a collection of artifacts/tasks and reflections that demonstrate attainment of the objectives/outcomes that are required of doctoral-level candidates. The portfolio tasks are aligned with CISE doctoral level outcomes and with National Board for Professional Teaching Standards (NBPTS). A scoring rubric is completed by doctoral level faculty. Ratings on the rubric are exemplary (3), mastery (2), and unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of doctoral candidates will achieve a rating of exemplary (3) or mastery (2) on the professional portfolio outcome for synthesizing and articulating learning theories.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

1/1 (100%) rated exemplary (3)

1/1 (100%) rated mastery (2)

Spring 2013

0 candidates at this transition point.

Total

2/2 (100%) rated mastery (2) or exemplary (3) on the outcome for synthesizing and articulating learning theories.

M 3: Comprehensive Exam

The Doctoral Comprehensive examination is an essay examination which assesses the depth and application of content and theoretical knowledge and mastery of communication. Questions are aligned to the content standards of the specific doctoral degree program. A rubric detailing relationship of the response to content knowledge, support of the response by research, practice and informed opinion, comprehensiveness and organization of the response, and effectiveness of expression is used for scoring. A candidate will achieve a score of 1-5 on each area with a score of 3 being required for passing each part. The examinations are evaluated by members of the candidates' doctoral committee according to the rubric.

Target:

Ninety-five percent of doctoral candidates will pass the doctoral comprehensive examination on the first attempt. A candidate will achieve a score of 1-5 on each area with a score of 3 being required for passing each part. The examinations are evaluated by the five members of the candidate's doctoral committee according to the rubric.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

0 candidates at this transition point

Spring 2013

1/1 (100%) scored 3 or higher on a 5-point rating scale for synthesizing and articulating learning theories.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Revise the written comprehensive examination.

Established in Cycle: 2006-2007

Revise the written comprehensive examinations. Questions will be developed by the candidate`s committee in their area(s) of expe...

M 4:Dissertation

The dissertation is an original and significant contribution to the knowledge base in the specific doctoral content area. After completion, a final oral examination of the dissertation and related fields is conducted by the candidate`s doctoral committee.

Source of Evidence: Senior thesis or culminating major project

Target:

Ninety-five percent (95%) of candidates will complete the dissertation and successfully defend the dissertation within six calendar years from the date of initial enrollment in the doctoral program. A final oral defense of the dissertation and related fields is evaluated and approved by the candidate`s doctoral committee which is comprised of five faculty members.

Findings (2012-2013) - Target: Met

Summer 2012 UPDATE

0 candidates at this transition point

Fall 2012

0 candidates at this transition point.

Spring 2013

1/1 (100%) successfully defended the dissertation

Total

1/1 (100%) successfully defended the dissertation

M 5:Exit Interview/Survey

The exit interview/survey is a survey of the doctoral candidates` perceptions of their acquisition of the outcomes of the doctoral program.

Target:

Ninety (90%) of special education Ph.D. candidates answering the exit survey will average three or higher on a five point scale regarding synthesizing and articulating learning theories.

Findings (2012-2013) - Target: Met

Summer 2012

0 graduates

Fall 2012

0 graduates.

Spring 2013

1/1 (100%) rated 5 on 5-point scale for synthesizing and articulating learning theories.

Total

1/1 (100%) rated >3 on a five point scale for synthesizing and articulating learning theories.

SLO 3:Conduct and publish research.

Doctoral Candidates will analyze, synthesize, evaluate, conduct, and publish research to contribute to the development of the special education educational and pedagogical knowledge base to empower a community of learners.

Relevant Associations:

NCATE/CEC

Related Measures:

M 2:Doctoral Portfolio

The doctoral professional portfolio is a collection of artifacts/tasks and reflections that demonstrate attainment of the objectives/outcomes that are required of doctoral-level candidates. The portfolio tasks are aligned with CISE doctoral level outcomes and with National Board for Professional Teaching Standards (NBPTS). A scoring rubric is completed by doctoral level faculty. Ratings on the rubric are exemplary (3), mastery (2), and unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of doctoral candidates will achieve a rating of exemplary (3) or mastery (2) on the professional portfolio outcome for conducting and publishing research.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

1/1 (100%) rated exemplary (3)

1/1 (100%) rated mastery (2)

Spring 2013

0 candidates at this transition point.

Total

2/2 (100%) rated mastery (2) or exemplary (3) on the outcome for conducting and publishing research.

M 4:Dissertation

The dissertation is an original and significant contribution to the knowledge base in the specific doctoral content area. After completion, a final oral examination of the dissertation and related fields is conducted by the candidate`s doctoral committee.

Source of Evidence: Senior thesis or culminating major project

Target:

Ninety-five percent (95%) of candidates will complete the dissertation and successfully defend the dissertation within eight calendar years from the date of initial enrollment in the doctoral program. A final oral defense of the dissertation and related fields is evaluated and approved by the candidate's doctoral committee which is comprised of five faculty members.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

0 candidates at this transition point.

Spring 2013

1/1 (100%) successfully defended the dissertation

Total

1/1 (100%) successfully defended the dissertation

M 5:Exit Interview/Survey

The exit interview/survey is a survey of the doctoral candidates' perceptions of their acquisition of the outcomes of the doctoral program.

Target:

Ninety (90%) of special education Ph.D. candidates answering the exit survey will average three or higher on a five point scale regarding conducting and publishing research.

Findings (2012-2013) - Target: Met

Summer 2012

0 graduates

Fall 2012

0 graduates.

Spring 2013

1/1 (100%) rated 4 on 5-point scale for conducting and publishing research.

Total

1/1 (100%) rated >3 on a five point scale for conducting and publishing research.

SLO 4:Integrate technological resources.

Doctoral Candidates will integrate technological resources and skills.

Relevant Associations:

NCATE Conceptual Framework-Technology

Related Measures:

M 2:Doctoral Portfolio

The doctoral professional portfolio is a collection of artifacts/tasks and reflections that demonstrate attainment of the objectives/outcomes that are required of doctoral-level candidates. The portfolio tasks are aligned with CISE doctoral level outcomes and with National Board for Professional Teaching Standards (NBPTS). A scoring rubric is completed by doctoral

level faculty. Ratings on the rubric are exemplary (3), mastery (2), and unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of doctoral candidates will achieve a rating of exemplary (3) or mastery (2) on the professional portfolio outcome for integrating technological resources.

Findings (2012-2013) - Target: Met

Summer 2012

0 candidates at this transition point

Fall 2012

1/1 (100%) rated exemplary (3)

1/1 (100%) rated mastery (2)

Spring 2013

0 candidates at this transition point.

Total

2/2 (100%) rated mastery (2) or exemplary (3) on the outcome for integrating technological resources.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Integrate cutting-edge technology.

Established in Cycle: 2010-2011

Candidates will be given the opportunity to integrate cutting edge technology into teaching and research. Candidates will partic...

M 5:Exit Interview/Survey

The exit interview/survey is a survey of the doctoral candidates' perceptions of their acquisition of the outcomes of the doctoral program.

Target:

Ninety (90%) of special education Ph.D. candidates answering the exit survey will average three or higher on a five point scale regarding integrating technological resources into teaching and learning.

Findings (2012-2013) - Target: Met

Summer 2012

0 graduates

Fall 2012

0 graduates.

Spring 2013

1/1 (100%) rated 4 on 5-point scale for Integrating technological resources.

Total

1/1 (100%) rated >3 on a five point scale for Integrating technological resources.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Integrate cutting-edge technology.

Established in Cycle: 2010-2011

Candidates will be given the opportunity to integrate cutting edge technology into teaching and research. Candidates will partic...

SLO 5: Participate in professional development.

Doctoral Candidates will participate in professional development and service to the community and value professional development as a career-long opportunity and responsibility.

Relevant Associations:

NCATE/CEC

Related Measures:

M 2: Doctoral Portfolio

The doctoral professional portfolio is a collection of artifacts/tasks and reflections that demonstrate attainment of the objectives/outcomes that are required of doctoral-level candidates. The portfolio tasks are aligned with CISE doctoral level outcomes and with National Board for Professional Teaching Standards (NBPTS). A scoring rubric is completed by doctoral level faculty. Ratings on the rubric are exemplary (3), mastery (2), and unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of doctoral candidates will achieve a rating of exemplary (3) or mastery (2) on the professional portfolio outcome for participating in professional development.

Findings (2012-2013) - Target: **Met**

Summer 2012

0 candidates at this transition point

Fall 2012

1/1 (100%) rated exemplary (3)

1/1 (100%) rated mastery (2)

Spring 2013

0 candidates at this transition point.

Total

2/2 (100%) rated mastery (2) or exemplary (3) on the outcome for participating in professional development.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide experiences with grant writing.

Established in Cycle: 2009-2010

Candidates will be required to take coursework in grantwriting and to develop a grant proposal to submit for funding of disserta...

M 5: Exit Interview/Survey

The exit interview/survey is a survey of the doctoral candidates' perceptions of their acquisition of the outcomes of the doctoral program.

Target:

Ninety (90%) of special education Ph.D. candidates answering the exit survey will average three or higher on a five point scale regarding valuing professional development.

Findings (2012-2013) - Target: Met

Summer 2012

0 graduates

Fall 2012

0 graduates.

Spring 2013

1/1 (100%) rated 4 on 5-point scale for participating in professional development.

Total

1/1 (100%) rated >3 on a five point scale for participating in professional development.

Details of Action Plans for This Cycle (by Established cycle, then alpha)**Revise the written comprehensive examination.**

Revise the written comprehensive examinations. Questions will be developed by the candidate's committee in their area(s) of expertise and submitted to the Chair.

Established in Cycle: 2006-2007

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Comprehensive Exam | **Outcome/Objective:** Articulate content and theoretical knowledge. | Synthesize and articulate learning theories.

Responsible Person/Group: Chair CISE and Special Education Faculty

Revise the research coursework requirements.

Revise the requirements for the development of the research tools in the Ph.D. program. Work with the REF Department in COEP to require a sequential series of statistics courses that enable graduates to use complex statistical procedures for research.

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: High

Implementation Description: Fall 2008

Responsible Person/Group: CISE and REF Graduate Faculty

Develop guidelines for comprehensive portfolio.

Develop guidelines for the Ph.D. portfolio. The Committee Chair will inform the candidate about the development of the portfolio upon the candidate's admission to the program. The Committee will review and evaluate the portfolio at each of the transition points.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Low

Implementation Description: Fall 2007

Responsible Person/Group: SPE faculty and Graduate Advisor

Provide experiences with grant writing.

Candidates will be required to take coursework in grantwriting and to develop a grant proposal to submit for funding of dissertation research. This has been optional in the past.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Doctoral Portfolio | **Outcome/Objective:** Participate in professional development.

Implementation Description: Fall 2010

Responsible Person/Group: CISE and REF Graduate Faculty and Graduate Council

Secure current SPE technologies.

Secure current SPE assistive/augmentive technologies and other current SPE technologies to provide experiences for their use in K-12 schools.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Implementation Description: Spring 09

Responsible Person/Group: Chair CISE and Special Education Faculty

Additional Resources Requested: Money allocated for technology from internal or external grant sources.

Integrate cutting-edge technology.

Candidates will be given the opportunity to integrate cutting edge technology into teaching and research. Candidates will participate in Promethean Board training and in the development of teaching strategies using the technology.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Doctoral Portfolio | **Outcome/Objective:** Integrate technological resources.

Measure: Exit Interview/Survey | **Outcome/Objective:** Integrate technological resources.

Implementation Description: Fall 2010 Candidates will participate with undergraduate cohorts in interactive white board training.

Responsible Person/Group: CISE Graduate Faculty and Co-hort Promethean Training

Involve graduate students in active research.

Special Education faculty will collaborate with special education doctoral students in conducting and publishing research in peer-reviewed journals.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

In 2012-2013 the assessments documented mastery of each outcomes/objectives for the academic year. Because candidates have up to eight years to complete the program, there are assessments each semester with no reported data since there are no candidates at that transition point in the reporting academic year. Data that were collected indicated that one of the twelve candidates successfully completed the dissertation, with one graduating in the in the spring of 2013. The one graduate gained employment in a university position upon graduating. The strong residency requirement in CISE allows candidates to work closely with faculty to attain outcomes that enable them to be successful as university professors or school district/agency leaders. Exit data that were reported indicate that the graduate feels highly qualified to hold her new faculty position. This outcome is attributed to the close association with faculty mentors and the opportunities candidates have during residency to teach university classes, supervise clinical experiences, participate in internships with agencies that serve the disabled, and collaborate with faculty on research projects and departmental grants.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The assessments for 2012-2013 for the Ph.D. in Special Education indicated mastery of all outcomes. Ongoing attention is required, however, to ensure that candidates are involved with conducting and presenting research with more emphasis given to the actual publication of research prior to graduation. Many of the Ph.D. candidates work in the department as graduate teaching and grant assistants during and beyond the residency year. This allows those candidates to experience the full range of activities of a university professor as they participate with mentors in teaching, service and research, as well as in faculty meetings, professional development, curriculum team meetings, and any other activities that CISE faculty members experience. For the few candidates that do not serve as graduate assistants during or beyond their residency year, continued attention will be given to providing university experiences that they may have missed by not being graduate assistants. Plans are being developed by CISE faculty to provide additional university faculty experiences during doctoral coursework to fill those gaps. Additionally, continued attention will be given to enhancing assessments to better track achievement throughout the program.

Annual Report Section Responses

Program Summary

There were 12 Ph.D. in Special Education candidates at various transition points in the program in 2012-2013. The Ph.D. in Special Education plays a critical role in the Department of Curriculum, Instruction, and Special Education's overall contribution to the field of special education at state, regional and national levels. This specialized Ph.D. program is a vital variable in establishing and maintaining recognition as a research university, in that our doctoral students and graduates contribute significantly to the field of education. The graduate faculty serve to foster the professional growth and research interests of students through active collaboration and guidance. As one of the two primary specialized degrees for CISE graduates at this level, the Ph.D. in Special Education provides a platform for directly contributing to the state and our nation. Doctoral students and faculty associated with this initiative value their responsibility and contributions through numerous activities. The CISE Ph.D. special education program, along with the other teacher education programs at USM, achieved full accreditation from NCATE as a result of the successful seven-year NCATE

accreditation report and site visit that was completed in 2012. CISE faculty are active researchers, having produced 20 publications in peer-reviewed journals and having received \$5,347,227.00 in external funding in 2012-2013. In regard to service, CISE faculty consult in K-12 schools, serve on state advisory committees and serve as officers for state, regional and national professional organizations.

Through Project REACH, the Mississippi Personnel Preparation Development Grant, the Special Education Pre-Service Improvement Grant, the Mississippi Deaf-Blind Project, and the USM Autism Demonstration Project and Project LINK, special education faculty have participated in collaborative work with P-12 school districts, the Mississippi Council on Developmental Disabilities, the Mississippi Department of Education, and the Department of Psychology within the College of Education and Psychology. Furthermore, the Center for Professional Development and Outreach is engaged with a nationally-affiliated, disability-rights advocacy organization, the ARC of Mississippi.

Continuous Improvement Initiatives/Additional Action Plans

CISE graduate faculty meet on a regular monthly schedule to evaluate the CISE special education doctoral level programs. Sequencing and scheduling of doctoral level classes are monitored to ensure that the program is accessible to students. Assessment results are reviewed to determine mastery of program standards, including National Board for Professional Teaching Standards (NBPTS) and Council for Exceptional Children (CEC) standards. Graduate faculty are working to more explicitly describe expectations for the one-year residency so that there is consistency in its application and the outcomes experienced by our candidates, and faculty are enhancing experiences for those few doctoral candidates who do not serve as graduate assistants during their residency year.. Additionally, assessments are being enhanced to better track outcomes throughout the program.

CISE special education faculty are reviewing the revised plans of study to operationalize and institutionalize the professional outcomes to develop in our candidates across the areas of teaching, research, and service (including outreach, technical assistance, and external funding). We are revising the expectations of individualized courses/arranged courses within the major emphasis to ensure that each doctoral candidate has a mentored experience and has demonstrated the capacity to fulfill these three essential roles of university faculty and other leadership personnel in special education.

Closing the Loop/Action Plan Tracking

In previous academic years, faculty merged three programs [Ph.D. in Special Education, Ed.D. in Education (Special Education) and Ph.D. in Education (Special Education)] to become the Ph.D. in Education (Special Education). CISE graduate faculty identified and systematically offered a doctoral core across all emphasis areas in order to ensure candidates are well-rounded within the larger field of education. Faculty continue to work with the four special education emphasis areas to ensure that candidates have a variety of options for specialization within the field of special education. All of this has been accomplished and revised plans of study have been approved. Through the work within the emphasis areas, the doctoral program has benefited from the move to online delivery of emphasis area coursework shared by the M.Ed. and Ed.S. in Special Education.