Special Education
Master's of Education and Certification Programs
General Information

Program Overview
The general goal of the Master's Degree program in Special Education is to prepare professional educators with advanced competencies related to a field of special education. The following areas of specialization are offered:

Master's Degree Programs
- Applied Behavior Analysis
- Autism Spectrum Disorder
- Deaf and Hard of Hearing
- Dual Sensory Impairment
- Generic Special Education
- Orientation and Mobility
- Professional Educational Diagnostician
- Visual Impairment

Non-degree programs

National and State Certification ONLY
- Board Certified Behavior Analyst
- Deaf and Hard of Hearing
- Generic Special Education
- Orientation and mobility
- Professional educational diagnostician
- Visual impairment

- Need to apply for certification on your own

Graduate Certificates
- Autism
- Dual Sensory Impairment
- Sensory Impairments and Autism

Internship Experience in Teaching Fields

All students seeking a Master's Degree and/or certification must complete an internship experience in a field-based setting. Field experiences are governed by the following policies adopted by the special education faculty.

1. A total of 350 hours must be completed for a Master's Degree.
2. The internship requirements will be developed cooperatively between a faculty member and the student to provide the best educational experience possible and to allow students to develop and grow professionally.
3. The internship requirements should be responsive to licensing/certifying organization requirements so that upon completion of the special education program, graduate students will be eligible for certification or licensure.
4. Since the majority of students are employed full-time, they may accomplish the requirements in two or more of the following ways as determined by their supervising faculty member.
5. The internship will be supervised by a university faculty member.

Students are placed full-time or part-time in programs that comply with standards established for educational programs by the Texas Education Agency (TEA), CEC, ACVREP and CAEP (or other recognized accrediting body). Students work under the direction of a mentor/supervisor who is an experienced educator of students with disabilities and who must:

- Be appropriately certified by the Texas Education Agency or other recognized accrediting agency to teach where the student is assigned for the field experience.
- Demonstrate professional practices that are consistent with the program in special education.
- Be assigned no more than one internship student for a given period.
- Have 3 years of teaching experience in teaching students in the area of emphasis.
- Be recognized by his or her supervisor as exemplary.

Master's Program Options:

Thesis Option

Each Master's Degree student will have an option of completing a thesis as part of the requirements for the Master's Degree in Special Education. Under this option, students enroll in 6 semester hours of EDSP 6000, and this becomes part of the minimum of 36 semester hours on the degree plan. Students completing a Master's thesis are exempt from taking the comprehensive evaluation. However, students must complete a final oral defense.

If interested in completing a Master's thesis, students should discuss these plans with their advisor. A thesis committee of at least two full-time faculty members of the College of Education will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the student prepares the proposal, carries out the research project, and completes the written document. The process of planning the thesis, ideally, should begin in the semester in which the student takes Introduction to Educational Research.

The final copy of the thesis is prepared in accordance with the requirements in Instructions for Preparing and Submitting Theses and Dissertations, available online and in the Texas Tech Bookstore.

Evaluation for the Master Degree Thesis
1. Check with your advisor, and with your advisor's help, choose at least a 2-member thesis committee. This committee should match your degree plan.
2. Set up a meeting with your thesis committee to talk about your selection for an appropriate topic.
3. Your thesis committee should guide you through the process, including the Need for Human Subject approval. However, it is the responsibility of the student to fill out and submit paperwork to his/her advisor.
4. Thesis defenses should be completed by early November for fall or late March for spring to file the thesis with the Graduate School. Remember that the Graduate School has deadlines for submission, and students must adhere to these guidelines. It is the student's responsibility to keep track of all deadlines. Should a student miss the deadlines or fail the thesis defense, he or she has one semester to complete and successfully defend the thesis. Otherwise a failing grade will be recorded.

Master's Program Options:

Non-thesis Option: Comprehensive Evaluation

Option 1: Pilot Comprehensive Examination Project
For Applied Behavior Analysis, Autism Spectrum Disorders, Educational Diagnostician, Generic, and Transition Master's Program Students

1. Register electronically with the College of Education Graduate Office for the Comprehensive Examination choosing the paper option by the due date. Let your advisor know that you will be completing the Pilot Project instead of the paper.

2. Submit your Intent to Graduate electronically with the Graduate School.

3. Candidates are required to complete a single subject design procedure to evaluate the impact of a behavioral or instructional intervention developed through the collaborative consultation process using data gathered from assessment procedures. You have practiced for this project across a variety of courses including EDSP 5303 and EDSP 5307. The procedure should include:
   a. An initial consultation with parents and/or teachers to plan an intervention based on the assessment data. Select only one behavior or academic skill to change during this process.
   b. The intervention plan should include the exact methodology that you will use.
   c. Baseline and intervention data collection concerning behavior/student change will be presented in graph format.
   d. The results of the intervention will be discussed in another collaborative consultation meeting.
   e. A new plan for intervention based on intervention data collected developed.

4. Complete the Comprehensive Examination by gathering data across the last two semesters of your master's program to demonstrate mastery of the following goals as addressed on the Comprehensive Examination rubric:
   - **ED6S1 Communicates** with team members to determine assessment needs
   - **ICC8S4 Develops or modifies individualized** intervention or assessment strategies using the collaborative consultation process
   - **ICC8S8 Evaluates** instruction or therapy and monitors progress of individuals with exceptional learning needs

5. Steps for Completion of the Comprehensive Examination:
   a. You will create one document that will include the following sections:
      i. Completed Evidence Template in bulleted format
      ii. Baseline and Intervention graph
      iii. Assessment report

          iv. Intervention plan
- b. You will upload the videos that show the evidence of mastery for each of the 4 required skills.
    - i. Video evidence of the candidate actually performing the skills
    - ii. Submit Videos via TeachScape
        1. First, log on to www.teachscape.com using the user name and password provided.
        2. Click 'Reflect Video Library' from the menu on the left hand side.
        3. Click 'Upload Video' button on the top of the page.
        4. Enter a title for your video, select a subject and grade level. Then click 'Next'.
        5. Click the 'Choose File' button and select the video file you want to upload from your computer.
        6. Click 'OK' and your video will be uploaded.

- c. **Submit in a finished product**:
    - i. Written summaries of behaviors that provide specific evidence of each descriptor on the Comprehensive Examination Rubric using the Scoring and **Evidence Template** for the Comprehensive Examination
        1. Write the evidence in bulleted form not sentences.
        2. Describe exactly what is taking place in the video that provides evidence of mastery
        3. Avoid general descriptions like ("I'm nice to them.")
    - ii. **4-5 video clips** which provide direct visual evidence of the candidate's mastery of the each subskill.
        1. Areas for the video clips will include:
            - a. Communicating in a team meeting setting
            - b. Developing or modifying individualized assessment strategies in a team meeting setting
            - c. Implementing the chosen intervention with an individual
            - d. Explaining the effectiveness of the intervention in a team meeting setting
        2. Mark the evidence by stating the exact time that it takes place on each video using the time stamp.
        3. The entire segment of video clips may not exceed 8 minutes.
    - iii. Include the **assessment report**
    - iv. Include an **intervention plan**
    - v. Include both the baseline and intervention **graphs**
- d. Turn in the finished product to your graduate advisor by the Comprehensive Examination due date for the semester.
6. A passing score for the Comprehensive Examination will reflect the candidate's ability to perform and describe the descriptors for the Collaborative Consultation skills in the four areas at the "Meets Expectations" level.

Evidence Template for the Special Education Comprehensive Examination

Subskills	Descriptions of Specific Evidence of Mastery
ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds	
ICC8S4 Develops or modifies an individualized academic intervention plan using the collaborative consultation process	
ACC4S2 Design and implement research activities to **examine the effectiveness** of academic intervention plan	

Rubric for P3: _____

Trademark Skill: Effectively communicate and collaborate with other professionals to improve outcomes for students/clients with disabilities in classroom settings.

Distinctive Outcome: Engage in collaboration with stakeholders to improve educational outcomes for students/clients in assessment settings.

Subskill	Exceeds Expectations -5	4	Meets Expectation-3	2	Unacceptable-1
ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds	• Always pays close attention to speaker and maintains eye contact with speaker • Always summarizes or asks questions for clarification • Always uses I messages, states behaviors objectively • Always asks direct, informational questions	•	• Sometimes pays close attention to speaker • Sometimes offers advice, direction or labeling • Sometimes uses you messages and but instead of and statements • Sometimes asks questions	•	• Rarely pays attention to speaker • Often engages in directing, advising and labeling without regard • Has trouble maintaining eye contact and does not relate to the group • Does not ask direct questions
ICC8S4 Develops or modifies individualized intervention or assessment strategies using the collaborative consultation process	• Always identifies and prioritizes target behavior • Always operationally defines the target behavior • Always keeps meeting focus on the target	•	• Sometimes identifies the target behavior • Sometimes refers to the definition of behavior • Sometimes keeps group focused on target behavior	•	• Discusses a variety of behaviors • Does not have an operational definition for the target behavior • Allows the group to stray from discussing the target behavior
ICC8S8 Evaluates instruction or therapy and monitor progress of individuals with exceptional learning needs	• Always collects & graphs baseline data • Always presents intervention fidelity data • Always reports intervention data in a graph • Always makes a decision about future goals based on data	•	• Collects data but does not graph • Has intervention fidelity data but does not present it • Has progress monitoring data but does not present it in a graph • Makes some decisions based on presented data	•	• Does not collect data • Does not collect intervention fidelity data • Does not collect progress monitoring data • Makes data based on opinions rather than data

___ Content Issues ___ Technical Issues ___ Quality of Work Issues ___ Synthesis Issues

Master's Comprehensive Evaluation: Comprehensive Project Instructions for Sensory Disabilities Programs

Texas Tech University
M.Ed. in Special Education

I.   Summary of Master's Comprehensive Evaluation: Comprehensive Project Required Components

This document contains instructions for your Master's Comprehensive Evaluation: Comprehensive Project in Special Education – Concentration in Sensory Disabilities (visual impairment, orientation and mobility, deafblindness, or deaf/hard of hearing).

The project contains multiple components:

1. A complete ***University of Kentucky Assistive Technology (UK-AT)* Evaluation and Report**
2. A five-lesson **cycle of the *Reflective Analysis of Student Work (RASW)* process and reflective video**.

   For the University of Kentucky Assistive Technology (UK-AT) Evaluation, you will need to complete the entire process and turn in all forms, typed. For *the Reflective Analysis of Student Work (RASW)* process, you will need to teach five lessons that build consecutively upon a single learning objective with one student, complete five *RASW* forms, and submit a video explanation of the process.

   Once you have gone through the majority of the *UK-AT* evaluation and chosen an appropriate assistive technology priority, you will target one objective that will teach the student to use that technology successfully and appropriately and record the student's progress using the *RASW* model.

   Video Component
   RASW: After completing the entire 5-lesson cycle, reflect, summatively, on the *RASW* process following the guidelines below:
   - Prepare one video explanation of 5 minutes in length;
   - Describe how you completed the worksheet sections;
   - Identify successes of the process;
   - Identify difficulties encountered with the process, if any;
   - Explain your data collection results and show your charts/graphs/tables;
   - Explain how data informed your *RASW* decision-making process;
   - Talk about what you learned about gathering useful data and what you might change in the future and how this reflective process of formative assessment improved your instruction and assisted you in tracking your student's progress.

Once you have completed the *UK-AT* Evaluation, the *RASW* Process, and the required video, follow the instructions below to submit them as your Master's Comprehensive Project.

II.   Submission Information

Your completed and assembled project must be submitted electronically to:

1). Stephenie Jones in the College of Education via email to stephenie.a.jones@ttu.edu

And to the appropriate program faculty member:

2). O&M Program: Dr. Nora Griffin-Shirley via e-mail to n.griffin-shirley@ttu.edu

Deafblind Program: Dr. Rona Pogrund via email to rona.pogrund@ttu.edu

D/HH Program: Dr. Leigh Kackley via email to leigh.kackley@ttu.edu

TVI Program: Dr. Rona Pogrund via email to rona.pogrund@ttu.edu

The submission should contain *only a single file* with your assembled project.

III.   Instructions for Formatting

You must compile and submit the following items in a single file. The suggested format is Adobe .pdf, but Microsoft Word is also acceptable. Do not submit via Macintosh proprietary software or use any extensions other than .docx or .pdf.

- Title Page
- Table of Contents
- Complete *University of Kentucky Assistive Technology Assessment* and AT Report
- Five completed *Reflective Analysis of Student Work* Forms and data collection forms used (charts, graphs, tables) (from a single lesson cycle)
- Video reflection on the *RASW* Process

Title Page Instructions

Make sure your title page includes the title of your project, your full name, and the name of the institution. Center the information vertically and horizontally on the page.

Table of Contents Instructions

Create a complete Table of Contents using the final page numbers of the compiled document. Be sure to fully paginate the completed document using the program of your choice. Internal links are not necessary, but may be helpful. Please be specific in constructing the Table of Contents (see the sample TOC attached at the end of this document).

University of Kentucky Assistive Technology Assessment (UK-AT)

Conduct a complete collaborative *UK-AT Assessment.* If you have already completed a complete *UK-AT* evaluation during your internship course, it may be typed and resubmitted for this Comprehensive Project. If you have not done this process in internship, then you will first need to implement the entire process before you will be able to submit your project.

Please ensure that all required team member signatures are in the appropriate places on the forms. It is suggested that you convert the final scans to .pdf before assembling them into your larger portfolio.

You must address *at least three* unique assistive technology concerns in the planning phases of the *UK-AT Assessment*. The final project will focus on *only one* issue in the team consultation and final recommendation phases, but you will need to complete the planning process for three issues.

You will find information and a tool kit about the *UK-AT Assessment* process and forms at the *UK AT* website, available at http://edsrc.coe.uky.edu/www/ukatii/. There are Word documents of the forms available that you will use to type this part of the project. Use the UK Assessment Report Outline to write your final AT Evaluation Report that includes recommendations for an intervention plan that you and other team members will implement.

RASW Forms

Complete *five RASW* Forms for your final project. These five forms should form *one* appropriate content sequence for *one* student. The *RASW* series of lessons must either utilize or instruct the student in the use of the AT identified and selected during the *UK-AT Assessment*. You will use this process to target student learning outcomes and demonstrate student progress through teacher reflection using formative assessment. The five forms must be completed for a single student and be part of a single cycle of lessons.

You need to start the *RASW* process after the AT evaluation has been completed. Start the process by working on a skill area of need found during the AT evaluation you have completed. This is an ongoing process. Please use this process throughout the instruction with the student with whom you have conducted the AT evaluation.

Each *RASW* form must contain data collected during the lesson. If your instructor provides you with a data collection form, you may append that to the *RASW* form. If not, create your own appropriate chart, table, or graph and append it to the *RASW* forms. You must represent data points on a *chart, graph,* or *table* for each *RASW* form that will guide your reflective analysis.

You may insert charts/graphs/tables directly into the Word version of the *RASW* forms. You may keep individual data throughout each lesson or continuously compile data throughout the lesson cycle. Your forms, charts, tables, or graphs may be independent of each other, or they may build upon each other throughout the cycle of five lessons.

RASW Video Reflection

Record yourself reflecting upon the *RASW* process in a video. This part should happen after the process is complete. The video need not be pre-scripted or professionally edited, but it is suggested that you make a list of speaking points before beginning, as if this was a formal presentation of your results. The video should be no longer than 5 minutes.

In the video reflection, you must include a thorough and detailed video explanation of how the *RASW* worksheets were completed for the identified AT lesson, specifying how and why each section of the worksheet was filled out as a way to determine student progress. Make sure you show your charts, graphs, or tables. Explain the data and how it informed your lesson cycles. Then make any other comments upon the parts of the process that were most useful, difficult, or surprising. You may then make other comments that are appropriate and relevant to an academic reflection.

Before e-mailing your completed Comprehensive Project, add a page to the end with a short description and a link to your video (unlisted) on YouTube or another free file distribution service. Your video must be openly accessible and *not* protected by a password or log-in barrier.

You must submit your Comprehensive Project electronically. The project must be assembled in one complete file. Your file must be submitted electronically via e-mail following the instructions above.

IV.   Rubric

Name of Student_____
Date_____
Evaluator_____
Score_____

<table>
<tr><td colspan="6">MASTER'S COMPREHENSIVE EVALUATION PROJECT RUBRIC
SENSORY IMPAIRMENT PROGRAMS</td></tr>
<tr><td colspan="6">UK AT Evaluation Planning Process: Comprehensive Project Part I</td></tr>
<tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>SCORE</td></tr>
<tr>
<td>Highly proficient level: Completed the UK AT Assessment Planning Process by demonstrating the following:
- Completes each section of the planning process comprehensively and thoroughly.
- Completes each section of the process by collaborating with all of the student's team members.
- Uses the results of the planning process to formulate and implement a goal and objective and intervention plan for the student.</td>
<td></td>
<td>Acceptable level: Completed the UK AT Assessment Planning Process by demonstrating the following:
- Completes each section of the planning process.
- Completes each section of the process by collaborating with at least two other team members.
- Uses the results of the planning process to formulate a goal and objective and intervention plan for the student.</td>
<td></td>
<td>Unacceptable level: Completed the UK AT Assessment Planning Process by demonstrating the following:
- Completes some of the sections of the planning process.
- Completes some of the sections of the process by collaborating with only one other team member or no other team members.
- Uses little or none of the results to formulate a goal and objective for the student.</td>
<td></td>
</tr>
<tr><td colspan="6" align="center">AT Evaluation Report</td></tr>
</table>

5	4	3	2	1	
Highly proficient level: Completed the AT Evaluation Report by demonstrating the following: - Includes all relevant information, including specific student goals and objectives, a comprehensive list of teaching strategies to be used, and recommendations for an intervention plan to be used by all other team members. - Includes comprehensive and detailed evidence of links between student's skills, abilities, and needs and his or her current program. - Includes comprehensive and detailed evidence of collaboration with other team members, including observations and discussion, during the AT evaluation process.		**Acceptable level:** Completed the AT Evaluation Report by demonstrating the following: - Includes most relevant information, including student goals and objectives, some teaching strategies, and some recommendations for an intervention. plan to be used by other team members. - Includes some evidence of links between student's skills, abilities, and needs and his or her current program. - Includes some evidence of collaboration with other team members, including some details of observations and discussions, during the AT evaluation process.		**Unacceptable level:** Completed the AT Evaluation Report but demonstrated the following: - Excludes many relevant pieces of information, teaching strategies, and recommendations for an intervention plan. - Includes little or no evidence of links between student's skills, abilities, and needs and his or her current program. - Includes little or no evidence of collaboration with other team members.	

GSC's Cycle of Reflective Analysis of Student Work Process: *Comprehensive Project Part II*						
5	4	3	2	1	
Highly proficient level: Completed the *RASW* process by demonstrating the following: - Selects a measurable IEP goal and objective(s) in an area of need determined by focused data collected using the *UK AT Assessment Planning Process.* - Provides five completed data collection forms or ongoing chart, graph, or table of data. - Develops questions based on evidence collected to address learning needs and speaks to learning issues in the reflective analysis step. - Completes collaboration with others about the evidence collected and determines the next step in instruction. - Includes complete and thorough information for each section of the *RASW* form. - Includes five (5) *RASW* worksheets to show completion of the project.		**Acceptable level:** Completed the *RASW* process by demonstrating the following: - Selects a measurable IEP goal and objective(s) in an area of need determined by data not directly collected on the *UK AT Assessment Planning Process.* - Provides five completed data collection forms or ongoing chart, graph, or table of data. - Develops questions to address some of the learning needs in the reflective analysis step but not necessarily bases all decisions on evidence collected. - Completes collaboration with others about the evidence collected, but not both the evidence AND determination of the next step. - Repeats the cycle, but not addressing each step completely and thoroughly. - Includes some information for each section of the *RASW* form. - Includes at least five (5) *RASW* worksheets to show completion of the project.		**Unacceptable level:** Completed the *RASW* process by demonstrating the following: - Selects a measurable IEP goal and objective(s) in an area of need, but no data exists to help determine the goal or area of need. - Does not have data represented, or data is not presented in a data collection form, chart, graph, or table for each of the five lessons. - Develops questions to address none or only one of the learning needs in the reflective analysis step, or questions are unrelated to evidence. - Completes collaboration with others, but does not discuss evidence or share about reflective analysis. - Repeats the cycle without addressing each step or does not repeat the cycle. - Includes some information for some, but not all, of the sections of the *RASW* form. - Includes less than five (5) *RASW* worksheets, thus not demonstrating completion of the	

				project	

Video Description of *RASW* Process					
5	4	3	2	1	
Highly proficient level: Completed the video recorded description of the *RASW* Process by demonstrating the following: - Includes thorough and detailed video explanation of how the *RASW* worksheet was completed for the identified AT lesson, specifying how and why each section of the worksheet was filled out as a way to determine student progress. - Presents Data collected, describes the data, and explains how it informed lesson planning and execution. - Video is approximately five minutes in length.		**Acceptable level:** Completed the video recorded lesson component by demonstrating the following: - Includes a video explanation of how the *RASW* worksheet was completed for the identified AT lesson, specifying how and why some of the sections of the worksheet were filled out as a way to determine student progress. - Presents Data collected, describes the data, and explains how it informed lesson planning and execution. - Video is significantly longer or shorter than five minutes in length.		**Unacceptable level:** Completed the video recorded lesson component by demonstrating the following: - Includes a video with little or no explanation of how the *RASW* worksheet was completed for the identified AT lesson and no indication of how it was used to determine student progress. - Does not mention data, or does not present data collected, or does not explain how data informed lesson planning and execution.	
Formatting					
5	4	3	2	1	
Highly proficient level: - Completed assembly contains all required components and meets electronic submission requirement.		**Acceptable level:** - Completed assembly contains all required components but showcases inconsistent or incomplete electronic assembly.		**Unacceptable level:** - Completed assembly does not contain all required components, or is not in an acceptable electronic format according to guidelines.	
				Average Score of the Five Sections* (1-5)	

*A score of *at least* 3.0 must be achieved to pass the Master's Comprehensive Evaluation Project.

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Master's Comprehensive Evaluation Project

*Complete "Section II. Reflective Analysis of Student Work," at this point.

Option 2: Comprehensive Exam Paper

Not available to students in Applied Behavior Analysis, Autism Spectrum Disorders, Educational Diagnostician, Generic, and Transition who began their program after Summer 2013.

1. Prior to your final semester, choose a topic of interest regarding special education. Consult your advisor regarding the topic for approval. Fill out the [Comprehensive Exam Paper Proposal Form](#) and submit it to your advisor for approval. The paper must be submitted by the date of the comprehensive evaluation each semester. If work is not satisfactory or is not turned in by the deadline, the student will have to re-enroll for the following semester and meet those specific deadlines. Students have two trials for successful completion of the comprehensive exam paper for their M.Ed.
2. Write a comprehensive exam paper over the body of research you have collected. Include a review of literature, a concluding section over practical implications of the research for the field of special education and your classroom, and a complete reference page with an annotated bibliography. The exam paper should be 20 to 25 pages in length, have a minimum of 20 sources, and adhere to APA guidelines. Materials should be presented electronically to your advisor and to the College of Education Graduate Education and Research Department to stephenie.a.jones@ttu.edu. These materials will be available for public view on the special education website for professional development of other educators. For more information, refer to the rubric located in Attachment 6.

Option 3: The Four-hour Written Comprehensive Exam

Not available to students in Applied Behavior Analysis, Autism Spectrum Disorders, Educational Diagnostician, Generic, and Transition who began their program after Summer 2013.

1. This option is a four-hour long written and proctored comprehensive exam.
2. File with the Associate Dean for Graduate Studies to take the Master's Comprehensive Exam.
3. Request an exam review packet from your advisor.
4. If further guidance is needed, check with your advisor.

Useful Resources
- [Steps required for Master's Program](#)
- [Graduate Faculty contact list](#)
- [Certifications](#)
- [Evaluation Form for Comprehensive Exam Paper](#)
- [Master's Degree Plan](#)

Additional Information
- [CEC Code of Ethics](#)
- [Graduate College Website](#)
- [Fellowships and Grants](#)

Graduate Program Reform

Goal: To reform graduate education at Texas Tech University to graduate the measurably best educators. The trademark outcome for each graduate program represents a decisive skill that sets our graduates apart from others in the field.

- Performance-ready upon graduate
- In-depth knowledge and practical implementation experience throughout the program
- Students don't just learn about it, they practice it until perfecting it with faculty guidance

Trademark Outcomes: Specific competency-based skills demonstrated through performance on multiple occasions throughout the student's graduate education. Each graduate program has selected a trademark outcome based on three factors:

- Key findings identified by employers
- Critical standards and objectives recognized by professional organizations
- Valuable results pinpointed through faculty expertise

Data Available: Each graduate student is tracked through course-related **Apply and Evaluate Activities** and **Phase 1, Phase 2, and Phase 3 End of Phase Assessments**. The graduate curriculum in the College of Education is divided into three interrelated phases that assess mastery of the TO.

Phases:

- Phase 1 (P1) consists of the acquisition of knowledge.
- Phase 2 (P2) requires that you apply the knowledge and skills you have learned.
- Phase 3 (P3) entails designing, implementing, and evaluating the information in real life settings.

Apply and Evaluate Projects/Activities

- Each course has an A&E
- A&Es are specific to the content of the course but assess progress towards mastery of the TO
- Progress on individual A&Es provides both faculty and students with opportunities for both remediation and enrichment
- Feedback on A&Es is immediate and within the framework of the course
- Rubrics are completed and made available to students

P1-P3 End of Phase Assessment

- P1 End of Phase Assessment- Reflects mastery of all Phase 1 knowledge and skills
- P21 End of Phase Assessment- Requires that the student actually does something in a scaffolded project to demonstrate mastery
- P3 End of Phase Assessment- Signals mastery of the Trademark Outcome through performance-based demonstration of what the student has learned

Rubrics for A&Es and P1-P3 End of Phase Assessments

- Based on standards of professional practice
- Made available prior to assessment and after completion of activities

- Rubrics and scores are maintained in the College of Education database

How Does the Reform Change Practice?
Performance-based mastery ensures that our graduates will contribute with real-world solutions in their jobs. Graduate education is based on standards of the profession and expectations of employers.