### Gonzaga University Mission
As Jesuit, we are inspired by the vision of Christ at work in the world, transforming it by His love, and calling men and women to work with Him in loving service of the human community.

We hope that the integration of liberal humanistic learning and skills with a specialized competence will enable our graduates to enter creatively, intelligently, and with deep moral conviction into a variety of endeavors, and provide leadership in the arts, the professions, business, and public service.

### SOE GOALS/THEMES
Develop transformational leaders who serve and influence their communities

Socially Responsible Professional Commitment Care

Create an environment where diverse individual contributions are valued.

Socially Responsible Professional Competence

### Program Outcomes
1. Competence: 1,2,6
2. Competence: 1,2,3,6; Service: 1,4; Dispositions: 1-7
3. Competence: 3-7; Service: 1,2,3,4; Dispositions: 1-7
4. Competence: 3,4,6,7; Service: 1,3,4; Dispositions: 1,2,4,6,7
5. Competence: 5
6. Competence: 4,5; Service: 2,3

### Key Assessments
- EDSE 560: Action Research Project
- EDSE 696/697: Final Evaluation of Student Teaching
- EDSE 560: State Lesson Plan for Pedagogy Assessment
- Praxis II
- EDSE 562: ABLLS

### INTASC
- Standard 1: Content Pedagogy
- Standard 7: Planning
- Standard 10: School and Community Involvement

### CEC: Content Standards
- Standard 1: Foundations
- Standard 7: Instructional Planning
- Standard 10: Collaboration

### CEC: Code of Ethics
- Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- Special education professional seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

### Standard 3: Diverse Learners
- Standard 1: Foundations
- Standard 2: Development and Characteristics of Learners
- Standard 3: Individual Learning Differences
- Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
- Standard 10: Collaboration

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### Standard 4: Multiple Instruction Strategies
- Standard 7: Planning

### Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
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<td>Our students cannot assimilate the tradition of which Gonzaga is a part nor the variety of human culture, nor can they understand the problems of the world, without the development and discipline of their imagination, intelligence, and moral judgment. Consequently, we are committed at Gonzaga to developing these faculties.</td>
<td>Understand and adhere to ethical standards and guidelines of professional practice</td>
<td>1. Competence: 3-4,6; Research: 2-5; Service: 1,3,4; Dispositions: 1-4,7</td>
<td>Standard 8: Assessment</td>
<td>Special education professional work within the standards and policies of their profession.</td>
<td>1. EDSE 560 Action Research Project</td>
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<td>Socially Responsible Professional Commitment</td>
<td>2. Competence: 3,5; Dispositions: 2,4</td>
<td>Standard 9: Reflective Practice: Professional Development</td>
<td>Special education professional seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.</td>
<td>2. EDSE 562 ABLLS</td>
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<td>Understand the consequences of technology and harness its possibilities to positively impact humanity</td>
<td>1. Competence: 4,7; Research: 1-5; Dispositions: 2</td>
<td>Standard 6: Communication &amp; Technology</td>
<td>Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.</td>
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<td>Socially Responsible Professional Commitment</td>
<td>2. Competence: 7; Service: 1; Dispositions: 2</td>
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<td>Service Commitment Competence</td>
<td>3. Competence: 7; Dispositions: 2</td>
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<td>Pursue meaningful research</td>
<td>1. Competence: 1-4,6; Research: 1-5; Service: 1,4; Dispositions: 1,2,4,7</td>
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<td>Standard 3: Diverse Learners</td>
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<td>2. EDSE 560 State Lesson Plan for Pedagogy Assessment</td>
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<td>3. EDSE 565 Disabilities Review Paper</td>
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<td>Through its academic and student life programs, the Gonzaga community encourages its students to develop certain personal qualities: self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, and a thirst for justice.</td>
<td>Nurture a lifelong commitment to self-assessment and growth</td>
<td>1. Competence: 6; Service: 1,3,4; Dispositions: 1-7</td>
<td>Standard 2: Student Development</td>
<td>Standard 9: Professional and Ethical Practice</td>
<td>Special education professionals promote and maintain a high level of competence and integrity in practicing their profession. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.</td>
<td>1. EDSE 696/697 Final Evaluation of Student Teaching</td>
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<td>We hope that all our graduates will live creative, productive, and moral lives, seeking to fulfill their own aspirations and at the same time, actively supporting the aspirations of others by a generous sharing of their gifts. Since what is assimilated needs to be communicated if it is to make a difference, we also seek to develop in our students the skills of effective writing and speaking. Our own tradition &amp; variety of human societies offers great possibilities for cooperation and interdependence, but at the same time presents us with the fact of widespread poverty, hunger, injustice, and the prospect of degeneration and destruction.</td>
<td>Develop critically thinking and collaborative problem-solvers with the courage to contribute to society.</td>
<td>1. Competence: 3,4,6; Research: 2-4; Service: 1; Dispositions: 2,5,7</td>
<td>Standard 2: Student Development</td>
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<td>Socially Responsible Professional Service Commitment Competence Care</td>
<td>2. Competence: 5; Research: 2,3; Service:1,2; Dispositions:2,4,7</td>
<td>Standard 5: Motivation &amp; Management</td>
<td>Standard 9: Reflective Practice: Professional Development</td>
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## Gonzaga University Mission
We believe that our students, while they are developing general knowledge and skills during their years at Gonzaga, should also attain more specialized competence in at least one discipline or profession.

### SOE GOALS/THEMES
1. **Competence**: 1-7; Research: 1-7; Service: 1-7; Dispositions: 1-7
2. **Socially Responsible Professional**
   - **Servce**: 1-7; Research: 1-7; Dispositions: 1-7
   - **Committed to Care**: 1-7

### Program Outcomes
Provide a strong, working knowledge base from which practice flows.

### INTASC
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### Key Assessments
1. EDSE 560
2. EDSE 560
3. EDSE 696/697
4. EDSE 520
5. Praxis II
6. EDSE 565
7. EDSE 562

### As Humanistic, we recognize the essential role of human creativity, intelligence and initiative in the construction of society and culture.

### SOE GOALS/THEMES
1. **Competence**: 1-7; Research: 1-7; Service: 1-7; Dispositions: 1-7
2. **Socially Responsible Professional**
   - **Servce**: 1-7; Research: 1-7; Dispositions: 1-7
3. **Committed to Care**: 1-7

### Program Outcomes
Serve the underserved.

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### Key Assessments
1. EDSE 696/697
2. EDSE 560

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Updated by Randy Williams
10/20/06