<table>
<thead>
<tr>
<th>Gonzaga University Mission</th>
<th>SOE GOALS/THEMES</th>
<th>Program Outcomes</th>
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<th>CEC: Content Standards</th>
<th>CEC: Code of Ethics</th>
<th>Key Assessments</th>
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<tbody>
<tr>
<td>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.</td>
<td>Develop transformational leaders who serve and influence their communities</td>
<td>1. Competence: 1,2,6</td>
<td>Standard 1: Content Pedagogy</td>
<td>Standard 1: Foundations</td>
<td>Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.</td>
<td>1. EDSE 520 Review Exam</td>
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<td>2. Competence: 1,2,3,6; Research: 1-5; Service: 1,4; Dispositions: 1-7</td>
<td>Standard 7: Planning</td>
<td>Standard 7: Instructional Planning</td>
<td>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</td>
<td>2. EDSE 522 &amp; EDSE 575 Action Research Projects</td>
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<td>3. Competence: 3-7; Research: 3; Service: 1,2,3,4; Dispositions: 1-7</td>
<td>Standard 10: School and Community Involvement</td>
<td>Standard 10: Collaboration</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>3. EDSE 696/697 Final Evaluation of Student Teaching</td>
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<td>4. Competence: 3,4,6,7; Research: 3; Service: 1,3,4; Dispositions: 1,2,4,6,7</td>
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<td>4. EDSE 696/697 Pedagogy Assessment</td>
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<td>5. Competence: 5</td>
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<td>5. EDSE 545 Comprehensive Exam &amp; IEP Project</td>
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<td>6. Competence: 4,5; Service: 2,3</td>
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<td>6. Praxis II</td>
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<td>Create an environment where diverse individual contributions are valued.</td>
<td>1. Competence: 3,6; Research: 2; Service: 3,4; Dispositions: 1,3,5,6</td>
<td>Standard 3: Diverse Learners</td>
<td>Standard 1: Foundations</td>
<td>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</td>
<td>1. EDSE 306/406 Final Evaluation</td>
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<td>2. Competence: 5; Service: 1-4; Dispositions: 1-7</td>
<td>Standard 4: Multiple Instruction Strategies</td>
<td>Standard 2: Development and Characteristics of Learners</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 696/697 Pedagogy Assessment</td>
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<td>3. Competence: 3-6; Research: 2,3; Service: 1-4; Dispositions: 1-7</td>
<td>Standard 7: Planning</td>
<td>Standard 3: Individual Learning Differences</td>
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<td>3. EDSE 696/697 Final Evaluation of Student Teaching</td>
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<td>Standard 5: Learning Environments and Social Interactions</td>
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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>Standard 8: Assessment</td>
<td>Special education professional work within the standards and policies of their profession.</td>
<td>1. EDSE 522 &amp; EDSE 575 Action Research Projects</td>
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<tr>
<td>Socially Responsible Professional Commitment</td>
<td>2. Service: 1-4; Dispositions: 1-7</td>
<td>Standard 9: Reflective Practice: Professional Development</td>
<td>Standard 9: Professional and Ethical Practice</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 306/406 Final Evaluations</td>
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<td>3. Competence: 3,5; Dispositions: 2,4</td>
<td>Standard 10: School and Community Involvement</td>
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<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>
<td>3. EDSE 545 Comprehensive Exam</td>
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<td>It is a world of great technological progress, scientific complexity, and competing ideologies. It 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>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 8: Assessment</td>
<td>Standard 8: Assessment</td>
<td>Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.</td>
<td>1. EDSE 522 &amp; EDSE 575 Action Research Projects</td>
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<td>Socially Responsible Professional</td>
<td>2. Competence: 7; Service: 1; Dispositions: 2</td>
<td>Standard 6: Communication &amp; Technology</td>
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<td>Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.</td>
<td>2. EDSE 696/697 Pedagogy Assessment</td>
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<td>Pursue meaningful research</td>
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<td>All these elements of our tradition come together within the sphere of free intellectual inquiry characteristic of a university. At Gonzaga, this is primarily focused on Western culture, within which our tradition has developed. 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.</td>
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Page 2 of 4
Updated by Randy Williams
10/20/06
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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.</td>
<td>1. EDSE 306/406 Final Evaluation</td>
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<td>2. Competence: 6; Research: 3; Service: 3; Dispositions: 1-7</td>
<td>Standard 9: Reflective Practice: Professional Development</td>
<td>Standard 9: Professional and Ethical Practice</td>
<td>Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.</td>
<td>2. EDSE 696/697 Final Evaluation of Student Teaching</td>
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<td>Socially Responsible Professional Commitment Competence</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>
<td>Standard 8: Assessment</td>
<td>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</td>
<td>1. EDSE 522 &amp; EDSE 575 Action Research Projects</td>
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<td>Socially Responsible Professional Service Commitment Competence Care</td>
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<td>Standard 10: Collaboration</td>
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<td>2. EDSE 545 Comprehensive Exam &amp; IEP Project</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.

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<td>Provide a strong, working knowledge base from which practice flows.</td>
<td>1. Competence: 1-4,6; Research: 1-5; Service: 3; Dispositions: 4</td>
<td>Standard 1: Content Pedagogy</td>
<td>Standard 1: Foundations</td>
<td>Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.</td>
<td>1. EDSE 522 &amp; EDSE 575 Action Research Projects</td>
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<tr>
<td></td>
<td>2. Competence: 6; Research: 1-4; Dispositions: 1-3,5,6</td>
<td>Standard 2: Student Development</td>
<td>Standard 4: Instructional Strategies</td>
<td>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</td>
<td>2. EDSE 520/406 Final Evaluation</td>
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<tr>
<td></td>
<td>3. Competence: 3-7; Research: 2,3; Service: 1,3; Dispositions: 3</td>
<td>Standard 4: Multiple Instruction Strategies</td>
<td>Standard 7: Instructional Planning</td>
<td>Special education professionals exercise objective professional judgment in the practice of their profession.</td>
<td>3. EDSE 696/697 Pedagogy Assessment</td>
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<td>4. Competence: 1-7; Research: 2,3; Service: 1-4; Dispositions: 1-7</td>
<td>Standard 5: Motivation &amp; Management</td>
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<td>6. Competence: 4,5; Service: 2,3</td>
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<td>6. Praxis II</td>
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### As humanistic, we recognize the essential role of human creativity, intelligence and initiative in the construction of society and culture.

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<td>Serve the underserved.</td>
<td>1. Service: 1,3,4; Dispositions: 1-3,5,6</td>
<td>Standard 3: Diverse Learners</td>
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<td>4. Competence: 3,4,7; Service: 1,3,4; Dispositions: 1-7</td>
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