

Outcomes Matrix
B.Ed., Early Childhood Special Education
Revised 2005-06

Gonzaga University Mission	SOE GOALS/THEMES	Program Outcomes	INTASC	CEC: Content Standards	CEC: Code of Ethics	Key Assessments
<p>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.</p> <p>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.</p>	<p>Develop transformational leaders who serve and influence their communities</p> <p style="text-align: center;">Socially Responsible Professional</p> <p style="text-align: center;">Commitment</p> <p style="text-align: center;">Care</p>	<ol style="list-style-type: none"> 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 	<p>Standard 1: Content Pedagogy</p> <p>Standard 7: Planning</p> <p>Standard 10: School and Community Involvement</p>	<p>Standard 1: Foundations</p> <p>Standard 7: Instructional Planning</p> <p>Standard 10: Collaboration</p>	<p>Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.</p> <p>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. EDSE 465 Action Research Project 2. EDSE 496/497 Final Evaluation of Student Teaching 3. EDSE 350 State Lesson Plan for Pedagogy Assessment 5. Praxis II 6. EDSE 352 ABLLS
<p>We also believe that a knowledge of traditions and cultures different from our own draws us closer to the human family of which we are a part and makes us more aware of both the possibilities and limitations of our own heritage. Therefore, in addition to our primary emphasis on Western culture, we seek to provide for our students some opportunity to become familiar with a variety of human cultures.</p>	<p>Create an environment where diverse individual contributions are valued.</p> <p style="text-align: center;">Socially Responsible Professional</p> <p style="text-align: center;">Competence</p>	<ol style="list-style-type: none"> 1. Competence: 3,6; Research: 2; Service: 3,4; Dispositions: 1,3,5,6 2. Competence: 5; Service: 1-4; Dispositions: 1-7 3. Competence: 3-6; Research: 2,3; Service: 1-4; Dispositions: 1-7 	<p>Standard 3: Diverse Learners</p> <p>Standard 4: Multiple Instruction Strategies</p> <p>Standard 7: Planning</p>	<p>Standard 1: Foundations</p> <p>Standard 2: Development and Characteristics of Learners</p> <p>Standard 3: Individual Learning Differences</p> <p>Standard 5: Learning Environments and Social Interactions</p> <p>Standard 6: Language</p> <p>Standard 7: Instructional Planning</p> <p>Standard 8: Assessment</p> <p>Standard 9: Professional and Ethical Practice</p> <p>Standard 10: Collaboration</p>	<p>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. EDSE 306/406 Final Evaluation 2. EDSE 350 State Lesson Plane for Pedagogy Assessment 3. EDSE 496/497 Final Evaluation of Student Teaching

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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.	Understand and adhere to ethical standards and guidelines of professional practice Socially Responsible Professional Commitment	1. Competence: 3,4,6; Research: 2-5; Service: 1,3,4; Dispositions: 1-4,7 2. Service: 1-4; Dispositions: 1-7 3. Competence: 3,5; Dispositions: 2,4	Standard 8: Assessment Standard 9: Reflective Practice: Professional Development Standard 10: School and Community Involvement	Standard 8: Assessment Standard 9: Professional and Ethical Practice	Special education professional work within the standards and policies of their profession. 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. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.	1. EDSE 465 Action Research Project 2. EDSE 306/406 Final Evaluation 3. EDSE 352 ABLLS
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.	Understand the consequences of technology and harness its possibilities to positively impact humanity Socially Responsible Professional Service Commitment Competence	1. Competence: 4,7; Research: 1-5; Dispositions: 2 2. Competence: 7; Service: 1; Dispositions: 2 3. Competence: 7; Dispositions: 2	Standard 6: Communication & Technology	Standard 8: Assessment	Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.	1. EDSE 465 Action Research Project 2. EDSE 350 State Lesson Plan for Pedagogy Assessment 3. EDSE 345 Disabilities Review Paper
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.	Pursue meaningful research Socially Responsible Professional Service Commitment Competence Care	1. Competence: 1-4,6; Research: 1-5; Service: 1,4; Dispositions: 1,2,4,7	Standard 1: Content Pedagogy Standard 3: Diverse Learners Standard 9: Reflective Practice: Professional Development	Standard 4: Instructional Strategies	Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects. Special education professionals exercise objective professional judgment in the practice of their profession.	1. EDSE 465 Action Research Project

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<p>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.</p>	<p>Nurture a lifelong commitment to self-assessment and growth</p> <p>Socially Responsible Professional</p> <p>Commitment</p> <p>Competence</p>	<p>1. Competence: 6; Service: 1,3,4; Dispositions: 1-7</p> <p>2. Competence: 6; Research: 3; Service: 3; Dispositions: 1-7</p>	<p>Standard 2: Student Development</p> <p>Standard 9: Reflective Practice: Professional Development</p> <p>Standard 10: School and Community Involvement</p>	<p>Standard 9: Professional and Ethical Practice</p>	<p>Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.</p> <p>Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.</p>	<p>1. EDSE 306/406 Final Evaluation</p> <p>2. EDSE 496/497 Final Evaluation of Student Teaching</p>
<p>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 & 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.</p>	<p>Develop critically thinking and collaborative problem-solvers with the courage to contribute to society.</p> <p>Socially Responsible Professional</p> <p>Service</p> <p>Commitment</p> <p>Competence</p> <p>Care</p>	<p>1 Competence: 3,4,6; Research: 2-4; Service: 1; Dispositions; 2,5,7</p> <p>2. Competence: 5; Research: 2,3; Service:1,2; Dispositions2,4,7</p>	<p>Standard 2: Student Development</p> <p>Standard 5: Motivation & Management</p> <p>Standard 8: Assessment</p> <p>Standard 9: Reflective Practice: Professional Development</p>	<p>Standard 8: Assessment</p> <p>Standard 10: Collaboration</p>	<p>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</p>	<p>1. EDSE 465 Action Research Project</p> <p>2. EDSE 352 ABLLS</p>

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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	Provide a strong, working knowledge base from which practice flows Competence	1. Competence: 1-4,6; Research: 1-5; Service: 2; Dispositions: 4 2. Competence: 6; Service: 2; Dispositions: 1-3,5,6 3. Competence: 3-7; Research: 2,3; Service: 2; Dispositions:3 4. Competence: 1-7; Research: 2,3; Service:1-4; Dispositions: 1-7 5. Competence: 1,2,3,6 6. Competence: 4,5; 7. Competence: 6,7 Research: 1,5 8. Competence: 4,5 Research: 4,5 Service: 2,4 Dispositions: 1-7	Standard 1: Content Pedagogy Standard 2: Student Development Standard 4: Multiple Instruction Strategies Standard 5: Motivation & Management Standard 7: Planning Standard 8: Assessment	Standard 1: Foundations Standard 4: Instructional Strategies Standard 7: Instructional Planning Standard 8: Assessment	Special education professionals promote and maintain a high level of competence and integrity in practicing their profession. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects. Special education professionals exercise objective professional judgment in the practice of their profession. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.	1. EDSE 465 Action Research Project 2. EDSE 306/406 Final Evaluation 3. EDSE 350 State Lesson Plan for Pedagogy Assessment 4. EDSE 496/497 Final Evaluation of Student Teaching 5. EDSE 320 Review Exam 6. Praxis II 7. EDSE 345 Disabilities Review Paper 8. EDSE 352 ABLLS
As humanistic, we recognize the essential role of human creativity, intelligence and initiative in the construction of society and culture.	Serve the underserved. Socially Responsible Professional Service Commitment Care	1. Service: 1,3,4; Dispositions:1-3,5,6 2. Competence: 1-7; Research: 2,3; Service: 1,4; Dispositions: 1-7 3. Competence: 3,4,6; Research: 1-5; Service: 1-4; Dispositions: 1-7	Standard 3: Diverse Learners Standard 4: Multiple Instructional Strategies Standard 10: School and Community Involvement	Standard 2: Development and Characteristics of Learners Standard 10: Collaboration	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.	1. EDSE 306/406 Final Evaluation 2. EDSE 496/497 Final Evaluation 3. EDSE 465 Action Research Project