

**Outcomes Matrix**  
**M.Ed., Functional Analysis Special Education**  
**Revised 2005-06**

Gonzaga University Mission	SOE GOALS	Program Outcomes	PEDAGOGY ASSESSMENT	CEC: Content Standards	CEC: Code of Ethics	APA: Code of Ethics and Principles	Outcome 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>1. C4; R1-5; S1,4; D1-7</p> <p>2. C4; R1-5; S1,4; D1-7</p> <p>3. R1; S1,2,4; D1-7</p> <p>4. C4; R1-5; S1,4; D1-7</p> <p>5. C2,4; R3; S1,2,4; D1-7</p>	<ul style="list-style-type: none"> <li>The incorporation of transformative academic knowledge into the curriculum</li> </ul>	<p><b>Standard 10: Collaboration</b>  Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN.</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>	<p><b>APA Ethical Standards-Competence</b></p> <p><b>2.02 Providing Services in Emergencies</b>  Ensure that services are not denied.</p>	<p>1. EDSE 671  Action research Case Report</p> <p>2. EDSE 575  Action Research Project</p> <p>3. EDSE 672  Action Research Project</p> <p>4. EDSE 673  Collaboration grade and forms</p>
<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 other human cultures and reflect with us on the problems and possibilities of ideological differences that separate the peoples of the world.</p>	<p>Create an environment where diverse individual contributions are valued.</p>	<p>1. C4; S1,2,4; D1-7</p> <p>2. R1; S1,2,4; D1-7</p>	<ul style="list-style-type: none"> <li>A multicultural perspective</li> <li>Culturally responsive teaching</li> </ul>	<p><b>Standard 1: Foundations</b>  Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.</p> <p><b>Standard 2: Development and Characteristics of Learners</b>  Special educators know and demonstrate respect for their students first as unique human beings.</p> <p><b>Standard 3: Individual Learning Differences</b>  Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.</p> <p><b>Standard 5: Learning Environments and Social Interactions</b>  Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals</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>	<p><b>APA Principle D: Justice</b>  <a href="http://www.apa.org/ethics">www.apa.org/ethics</a> page 3</p> <p><b>APA Principle E: Respect for People’s Rights and Dignity</b>  <a href="http://www.apa.org/ethics">www.apa.org/ethics</a> page 4</p> <p><b>APA Ethical Standards-Human Relations</b></p> <p><b>3.01 Unfair Discrimination</b>  In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.</p>	<p>1. EDSE 671, 672  Action research project, case report</p>

				<p>with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.</p> <p><b>Standard 6: Language</b> Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p><b>Standard 8: Assessment</b> Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</p> <p><b>Standard 9: Professional and Ethical Practice</b> Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</p> <p><b>Standard 10: Collaboration</b> Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</p>			
<p>Our students cannot assimilate the tradition of which Gonzaga is a part nor the variety of human cultures, nor can they understand the problems of the world, without the development and discipline of their imagination, intelligence, and moral judgment, a deep moral conviction, a desire for the truth, and a thirst for justice.</p>	<p>Understand and adhere to ethical standards and guidelines of professional practice</p>	<p>1. R1,4</p> <p>2. R1-5; S1,2,4; D1-7</p> <p>3. C1,2,4; R1-5; S1,4; D1-7</p>	<ul style="list-style-type: none"> <li>The provision of classroom management approaches for supportive learning communities</li> </ul>	<p><b>Standard 8: Assessment</b> Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</p> <p><b>Standard 9: Professional and Ethical Practice</b> Special educators are guided by the profession's ethical and professional</p>	<p>Special education professional work within the standards and policies of their profession.</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> <p>Special education professionals do not condone or participate in</p>	<p><b>APA Ethical Standards</b> <a href="http://www.apa.org/ethics">www.apa.org/ethics</a> page 4-16</p>	<p>1. EDSE 575, Action Research Project</p> <p>2. EDSE 672 Action Research Project</p>

Consequently, we are committed at Gonzaga to developing these faculties.		4. S1-4; D1-7		practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges.	unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.		
It is a world of great technological progress, scientific complexity, and competing ideologies. Our own tradition & variety of human societies offers great possibilities for cooperation and interdependence, but at the same time presents us with the face 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	1. C2,5; R1-5  2. C2,5  3. C2; R1,2		<b>Standard 8: Assessment</b> Special educators use appropriate technologies to support their assessments.	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.	<b>APA Ethical Standards-Advertising and Other Public Statements</b>  <b>5.04 Media Presentations</b> When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)  <b>5.01 Avoidance of False or Deceptive Statements</b> a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmissions, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.	1. EDSE 575 & 672 Action Research Project
All these elements of our tradition come together within the sphere of free intellectual inquiry characteristic of a university.	Pursue meaningful research	1. C1,2,4; R1-5; S4; D1-7			Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or	<b>APA Ethical Standards-Assessment</b>  <b>9.01 Bases for Assessments</b> (a) Psychologists base the opinions contained in their	1. EDSE 689,699 Professional Seminar & Comprehensive Exam

<p>We seek to understand the world we live in. 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. 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>research subjects.</p> <p>Special education professionals exercise objective professional judgment in the practice of their profession.</p>	<p>recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)</p> <p><b>9.02 Use of Assessments</b>  (a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.</p>	
<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>1. C2,4,5; R2; S1,4; D1-7</p> <p>2. S1-4; D1-7</p>		<p><b>Standard 9: Professional and Ethical Practice</b>  Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their 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><b>APA General Principles:</b></p> <p><b>Principle A: Beneficence and Nonmaleficence</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_a">http://www.apa.org/ethics/code2002.html#principle_a</a></p> <p><b>Principle B: Fidelity and Responsibility</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_b">http://www.apa.org/ethics/code2002.html#principle_b</a></p> <p><b>Principle C: Integrity</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_c">http://www.apa.org/ethics/code2002.html#principle_c</a></p> <p><b>Principle D: Justice</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_d">http://www.apa.org/ethics/code2002.html#principle_d</a></p> <p><b>Principle E: Respect for People's Rights and Dignity</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_e">http://www.apa.org/ethics/code2002.html#principle_e</a></p>	<p>1. EDSE 673  Collaboration Questionnaire</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</p>	<p>Develop critically thinking and collaborative problem-solvers with the courage to contribute to society.</p>	<p>1. C1,2,4; R1-5; S2,4; D4,7</p> <p>2.</p> <p>3. C1-5; R2-4; S1-4; D1-7</p> <p>4. S1-4; D1-7</p>	<ul style="list-style-type: none"> <li>• Caring and democratic classrooms</li> </ul>	<p><b>Standard 8: Assessment</b>  Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.</p> <p><b>Standard 10: Collaboration</b>  Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals</p>	<p>Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.</p>	<p><b>APA General Principles:</b></p> <p><b>Principle A: Beneficence and Nonmaleficence</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_a">http://www.apa.org/ethics/code2002.html#principle_a</a></p> <p><b>Principle B: Fidelity and Responsibility</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_b">http://www.apa.org/ethics/code2002.html#principle_b</a></p> <p><b>Principle C: Integrity</b>  <a href="http://www.apa.org/ethics/code2002.html#principle_c">http://www.apa.org/ethics/code2002.html#principle_c</a></p>	<p>1. EDSE 575, 671, 672  Action research projects.</p>

students the skills of effective writing and speaking. Our own tradition & variety of human societies offers great possibilities for cooperation and interdependence.				with ELN are addressed throughout schooling.		<a href="http://www.apa.org/ethics/code/2002.html#principle_c">2002.html#principle_c</a>  <b>Principle D: Justice</b> <a href="http://www.apa.org/ethics/code/2002.html#principle_d">http://www.apa.org/ethics/code/2002.html#principle_d</a>  <b>Principle E: Respect for People's Rights and Dignity</b> <a href="http://www.apa.org/ethics/code/2002.html#principle_e">http://www.apa.org/ethics/code/2002.html#principle_e</a>	
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	1. C1,2,4,; R1-5; S2,4; D4,7  2. C3; S1-4; D1-7  3. C4; R1-5; S1,4; D1-7  4. C1-5; R1-5; S1-4; D1-7	<ul style="list-style-type: none"> <li>• Effective teaching</li> <li>• Establishment of clear learning targets and assessment practices</li> </ul>	<p><b>Standard 1: Foundations</b>  Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.</p> <p><b>Standard 4: Instructional Strategies</b>  Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p><b>Standard 7: Instructional Planning</b>  Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an</p>	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 670 Functional Analysis Exam

				<p>individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.</p> <p><b>Standard 8: Assessment</b> Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</p>			
<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>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.</p>	Serve the underserved.	<p>1. C3; S1-4; D1-7</p> <p>2. C1,2,4; R1-5; S1,4; D1- 7</p> <p>3. S1,4; D1-7</p>	<ul style="list-style-type: none"> <li>Engagement of low status/historically marginalized students</li> </ul>	<p><b>Standard 2: Development and Characteristics of Learners</b> Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p><b>Standard 10: Collaboration</b> Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.</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><b>APA Ethical Standards-Competence</b></p> <p><b>2.02 Providing Services in Emergencies</b> Ensure that services are not denied.</p>	<p>1. EDSE 575, 672, 689, 698 Action research project</p>