

2005-06 Major Assessment Profile

Special Education

Eastern Illinois University

1. DEPARTMENT LINKS:

- Departmental Web Page: <http://www.eiu.edu/speced>

2. QUALITATIVE INFORMATION

- Departmental Assessment Plan
- IBHE Program Review outcome:

The Undergraduate major in Special Education program and the Masters in Education with a Special Education major were both reviewed by IBHE in 2003-2004. Both the undergraduate and graduate program reports supported the vitality and quality of the two programs.

- IBHE Alumni Survey results
- Undergraduate Student Survey Results
- Accreditation reports/results
 - Early Childhood Special Education approved program, Illinois State Board of Education, July 1, 2002.
 - Standard Special LBS I approved program, Illinois State Board of Education, July 1, 2002.
 - Early Childhood Special Education, Council for Exceptional Children/National Council for Accreditation of Teacher Education, July 30, 2000.
 - Mild Disabilities, Special Education, Council for Exceptional Children/National Council for Accreditation of Teacher Education, July 30, 2000.
- Student research/creative activity:

Candidates in the undergraduate program are required to design and implement a “behavior change” project. Candidates must design a study, collect data, generate graphs reflecting their data, and then describe, summarize and draw conclusions from their research. Candidates must design a poster to share results and write a paper linking their results to a literature base. (See SPE 3600 syllabus via Student Resources link on the Special Education website, <http://www.eiu.edu/speced/resources.html>.)

Graduate candidates must research a major issue in Special Education (see SPE 5120 syllabus via Student Resources link on the Special Education website, <http://www.eiu.edu/speced/resources.html>) then design a research study in EDU 5200 to answer a research question related to the issue.

- Faculty-student collaboration:

Candidates in the undergraduate program collaborate with the instructor of record as they design, implement and summarize results of the “behavior change project” required in Special Education 3600. (See SPE 3600 syllabus via Student Resources link on the Special Education website, <http://www.eiu.edu/speced/resources.html>.)

Graduate assistants and faculty collaborate in supervision of undergraduate practica. Collaboration also occurs across graduate coursework as candidates fulfill requirements and develop and demonstrate master level teaching knowledge and skills. (See Special Education syllabi 5000 and higher courses via Student Resources link on the Special Education website, <http://www.eiu.edu/speced/resources.html>.)

- Pass rates on any professional/ occupational licensure exams: (Summarize, if applicable. Include link to larger report.)

The “Title 2” data for 2003-2004, which is the most recent data available, reflects that the Special Education major pass rate on the State of Illinois Learning Behavior Specialist I content area licensure exam is 100%.

3. QUANTITATIVE INFORMATION

- Program Data Spreadsheet
- Enrollment: Undergraduate: 462; Graduate: 13
- Degrees: Undergraduate: 50; Graduate: 5
- Faculty Statistics:
 - Total faculty headcount: 14
 - Total FTE faculty: 8.59
 - Full-time faculty: 8
 - Part-time faculty: 6
 - Number of faculty on leave: 1
 - Total tenured/tenure track faculty: 7
 - Faculty break down by rank:
 - Professor: 1
 - Associate: 1
 - Assistant: 5
 - Instructor: 7
 - Number with terminal degrees: 3
 - Total annually-contracted faculty: 1
 - Non-negotiated part-time faculty: 6
 - Gender: 11 females; 3 males
 - Diversity: 1
- Student Major Statistics
 - Full-time students: Undergraduate: 350; Graduate: 4
 - Part-time students: Undergraduate: 112; Graduate: 9

- Diversity: Undergraduate: 25; Graduate: 0
 - ACT: 21
 - GPA: Undergraduate: 3.08; Graduate: 3.34
- Credit Hour Production Total: 5,985
- Discipline cost per credit hour by level: N/A
- Direct Cost Per Credit Hour Total: 121.42
- Freshman-Sophomore Retention Rate: 82%
- Average Actual Hours to Degree: 158