

**MASTER OF EDUCATION WITH DYSLEXIA THERAPY  
EFFECTIVENESS PROGRAM  
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>Provide academic programs to promote student learning</li> <li>Promote Christian development and social responsibility</li> <li>Serve Baptist churches, associations, and conventions</li> <li>Provide an environment that supports student learning</li> <li>Strengthen organizational and operational effectiveness</li> <li>Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> <b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);</li> <li>respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);</li> </ol>	<ol style="list-style-type: none"> <li>Candidates demonstrate an understanding of the theories of dyslexia intervention, diagnosis, and prescription when interacting with students with dyslexia. (EDU Goal 1; WCU 1)</li> <li>Candidates will demonstrate a high proficiency in the understanding and application of intervention strategies across 150 sessions with clients. (EDU Goals 2,5; WCU 1, 4)</li> </ol>	<p>1.A. Candidates will demonstrate 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the Proficiency Handwriting Assessment.</p> <p>1.B. Candidates will demonstrate 85% proficiency of the knowledge of sound/symbol association when taking the Phoneme Proficiency Assessment.</p> <p>1.C. Candidates will demonstrate 85% knowledge and application of the Literacy Competency Components of a Dyslexia Therapy Demonstration Session reviewed by their instructors.</p> <p>1.D. Candidates will demonstrate their ability to compose a written composition evaluation through a rubric. The Written Composition Assessment (Log Entries) Rubric will score the group at 85% or higher.</p> <p>2.A. When observed by certified academic language therapist qualified instructors, candidates will progress in their professional skills (reviews are every twenty-five sessions and receive constructive criticism towards professional growth as a therapist). Candidates will achieve a mean of 85% or higher when the review cycle is completed.</p>		

<p>3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);</p> <p>4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills and Dispositions).</p>	<p>3. Candidates will demonstrate a high proficiency in the diagnosis and prescription of intervention strategies and demonstrate teaching flexibility when meeting the individual differences of each client. (EDU Goals 2,5; WCU 1, 4)</p>	<p>3.A. The Comprehensive Examination is the Client Case Study. This is a formal study over a two-year period with one client. 100% of the candidates will pass the Client Case Study with 90% on the rubric.</p> <p>3.B. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.0out of 5.0 (Likert scale).</p>		
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# MASTER OF EDUCATION WITH DYSLEXIA THERAPY EFFECTIVENESS PROGRAM 2013-2014

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>Provide academic programs to promote student learning</li> <li>Promote Christian development and social responsibility</li> <li>Strengthen ties with Baptist churches, associations, and conventions</li> <li>Provide an environment that supports student learning</li> <li>Strengthen organizational and operational effectiveness</li> <li>Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit: Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);</li> <li>respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);</li> <li>understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);</li> </ol>	<ol style="list-style-type: none"> <li>Candidates demonstrate an understanding of the theories of dyslexia intervention, diagnosis, and prescription when interacting with students with dyslexia. (EDU Goal 1; WCU 1)</li> <li>Candidates will demonstrate a high proficiency in the understanding and application of intervention strategies across 150 sessions with clients. (EDU Goals 2,5; WCU 1, 4)</li> </ol>	<p>1.A. Candidates will demonstrate 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the Proficiency Handwriting Assessment.</p> <p>1.B. Candidates will demonstrate 85% proficiency of the knowledge of sound/symbol association when taking the Phoneme Proficiency Assessment.</p> <p>1.C. Candidates will demonstrate 85% knowledge and application of the Literacy Competency Components of a Dyslexia Therapy Demonstration Session reviewed by their instructors.</p> <p>1.D. Candidates will demonstrate their ability to compose a written composition evaluation through a rubric. The Written Composition Assessment (Log Entries) Rubric will score the group at 85% or higher.</p> <p>2.A. When observed by certified academic language therapist qualified instructors, candidates will progress in their professional skills (reviews are every twenty-five sessions and receive constructive criticism towards professional growth as a therapist). Candidates will achieve a mean of 85% or higher when the review cycle is completed.</p>	<p>1.A. The Handwriting Proficiency Assessment was 85%.</p> <p>1.B. The Phoneme Proficiency Assessment mean was 100%.</p> <p>1.C. The Dyslexia Therapy Demonstration Session Mean average was 95%.</p> <p>1.D. The Written Composition Assessment (Log Entries) average was 95%.</p> <p>2.A. The observation revealed achievement mean of 90%.</p>	<p>1.A. The S.L.O. was exceeded.</p> <p>1.B. The S.L.O. was exceeded.</p> <p>1.C. The S.L.O. was exceeded.</p> <p>1.D. The S.L.O was exceeded.</p> <p>2.A. The S.L.O was exceeded.</p>

<p>4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>	<p>3. Candidates will demonstrate a high proficiency in the diagnosis and prescription of intervention strategies and demonstrate teaching flexibility when meeting the individual differences of each client. (EDU Goals 2,5; WCU 1, 4)</p>	<p>3.A. The Comprehensive Examination is the Client Case Study. This is a formal study over a two-year period with one client. 100% of the candidates will pass the Client Case Study with 90% on the rubric.</p> <p>3.B. In the Exit Interview for Master Graduates, student perceptions of the program's effectiveness in engaging students in critical thinking and maintaining a high level of scholarship will be ranked at a 4.0out of 5.0 (Likert scale).</p>	<p>3.A. The Client Case Study is not administered until Summer 2015.</p> <p>3.B. This survey will be administered Summer 2015.</p>	<p>3.A. No data until Summer 2015.</p> <p>3.B No data.</p>
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**Master of Education in Dyslexia Therapy  
EFFECTIVENESS PROGRAM  
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b>  <b>Education Goals:</b>  Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process (WCU 1, 4, 6; INTASC Standard 1; NCATE Unit Standards 1 Candidate Knowledge, Skills and Professional Dispositions, 6 Unit Governance and Resources);</li> <li>2. respond sensitively to individual differences and diversity (WCU 1, 2, 4; INTASC Standard 3, 4; NCATE Unit Standard 4 Diversity);</li> <li>3. understand and anticipate the needs of a global society (WCU 2; INTASC Standard 3; NCATE Unit Standard 4 Diversity);</li> <li>4. plan and implement learning experiences that support the highest level of student potential (WCU 1, 2, 4, 6; INTASC Standards 1-10; NCATE Unit Standards 2 Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Candidates demonstrate an understanding of the theories of dyslexia intervention, diagnosis, and prescription when interacting with students with dyslexia. (EDU Goal 1; WCU 1)</li> </ol>	<p>1.A. Candidates will demonstrate 85% proficiency of the knowledge of cursive handwriting theory and practice when taking the <i>Proficiency Handwriting Assessment</i>.</p> <p>1.B. Candidates will demonstrate 85% proficiency of the knowledge of sound symbol association when taking the <i>Phoneme Proficiency Assessment</i>.</p> <p>1.C. Candidates will demonstrate 85% knowledge and application of the literacy competency components of a <i>Dyslexia Therapy Demonstration Session</i> reviewed by their instructors.</p> <p>1.D. Candidates will demonstrate their ability to compose a written composition evaluated through a rubric. The <i>Written Composition Assessment (Log Entries)</i> rubric will score the group at 85% or higher.</p>	<p>1.A. The <i>Handwriting Proficiency Assessment</i> mean was 92 with a range of 80 to 100. The N was 23.</p> <p>1.B. The <i>Phoneme Proficiency Assessment</i> mean was 95 with a range of 80 to 100. The N was 23.</p> <p>1.C. The <i>Dyslexia Therapy Demonstration Session</i> mean average was 92. The N was 23.</p> <p>1.D. The <i>Written Composition Assessment (Log Entries)</i> will be due in October. Therefore no data is available.</p>	<p>1.A. The S.L.O. was exceeded. Faculty was concerned with the four candidates who scored below proficiency and have instituted a remediation process to assist those candidates. At the end, it was reported that all candidates were proficient.</p> <p>1.B. The S.L.O. was exceeded. This will remain a key assessment for 2013-2014.</p> <p>1.C. The S.L.O. was exceeded. This will remain a key assessment for 2013-2014.</p> <p>1.D. Report to be updated in October.</p>

<p>System and Unit Evaluation, Standard 5 Faculty Qualifications, Performance and Development, Standard 6 Unit Governance and Resources);</p> <p>5. continue to reflect, refine, and revise professional practices (WCU 1, 2; INTASC Standard 9; NCATE Unit Standard 1 Candidate Knowledge, Skills, and Professional Dispositions);</p> <p>6. collaborate with others to promote learning (WCU 4; INTASC Standard 10; NCATE Unit Standard 6 Unit Governance and Resources);</p> <p>7. Build caring, reflective decision-makers (WCU 2, 4; INTASC Standard 9; NCATE Unit Standard 1Candidate Knowledge, Skills and Dispositions).</p>	<p>2. Candidates will demonstrate a high proficiency in the understanding and application of intervention strategies across 150 sessions with clients. (EDU Goals 2, 5; WCU 1, 4)</p> <p>3. Candidates will demonstrate a high proficiency in the diagnosis and prescription of intervention strategies and demonstrate teaching flexibility when meeting the individual differences of each client. (EDU Goals 2, 5; WCU 1, 4)</p>	<p>2.A. When observed by Certified Academic Language Therapists Qualified Instructors, candidates will progress in their professional skills (reviews are every 25 sessions) and receive constructive criticism towards professional growth as a therapist. Candidates will achieve a mean of 85% or higher when the review cycle is completed.</p> <p>3.A. The Comprehensive Examination is the <i>Client Case Study</i>. This is a formal study over a two year period with one client. 100% of the candidates will pass the <i>Client Case Study</i> with 90% on the rubric.</p>	<p>2.A. October 3 will be the first review of candidate proficiency. This S.L.O. will be updated at that time. The entire review cycle will be completed in Summer 2015.</p> <p>Review Cycle One:</p> <p>Review Cycle Two:</p> <p>Review Cycle Three:</p> <p>Review Cycle Four:</p> <p>Review Cycle Five:</p> <p>Review Cycle Six:</p> <p>Total Review Cycle:</p> <p>3.A. The <i>Client Case Study</i> is not administered until Summer 2015.</p>	<p>2.A. This report will be updated in October.</p> <p>3.A. No data until Summer 2015.</p>
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