1. **Program Mission Statement:**
Southeastern Oklahoma State University MED programs produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research, students will develop the professional competencies necessary to support thoughtful, ethical, and effective practice.

2. **Program Vision Statement:**
Southeastern Oklahoma State University will be the leading provider of high quality Master of Education programs in southeastern Oklahoma and north Texas for the development of educational leaders.

3. **Program Goal(s):**
   a. Prepare school leaders for successful service in public and private schools.
   b. Are nationally accredited and that reflect the standards of the appropriate learned societies.
   c. Support student efforts toward state certification.

4. **Major Program Objectives and Outcomes:**
   Students will:
   a. Analyze, utilize, and conduct research to acquire the skills necessary to become reflective, thoughtful, and ethical leaders and practitioners.

   b. Develop an understanding of human psychological, social, and emotional development and their applications to teaching and learning.

   c. Demonstrate an advanced knowledge of the historical, legal, philosophical, and political foundations of education and their effects on teaching and learning.

   d. Examine applications of existing technologies and investigate potential applications of emerging technologies to the processes of teaching and learning.

   e. Acquire the specific skills required for the successful performance of their individual roles in their respective learning communities.

5. **Statement for Assessment and Student Learning:**
At Southeastern Oklahoma State University, the programs of the Master of Education degree will utilize assessment for the systematic collection, review, and use of information about educational programs to improve student learning and development (Palomba & Banta, 1999). Assessment is also instrumental for program review, budgeting, planning, and curricula matters, and provides useful information to guide
6. **Types of Assessment Used with Explanation: Including Entry; Mid-Level; Program Outcomes; Exit and Post-Graduate Assessment:**
   a. Entry to SOSU Graduate School
   b. Master of Education Writing Sample
   c. Advanced Certificate Portfolio Module I
   d. Admission to Candidacy for the M.Ed. degree
   e. Advanced Certificate Portfolio Module II
   f. M.Ed. Comprehensive Examinations
   g. Advanced Certificate Portfolio Module III
   h. Advanced Certificate Examinations
   i. M.Ed. Graduate Survey

7. **Frequency of Assessment/Frequency of Reporting Assessment Results**
   *Timeline-Academic Year-Student Programs*
   Administered and results reported every two years
   M.Ed. Graduate Survey
   Administered and reported annually
   Oklahoma accreditation tests in School Administration, School Counseling and Reading Specialist

8. **Faculty Level of Involvement in Assessment Process**
The Master of Education Programs Faculty are involved in entry level, mid-level, and exit level assessments. At the entry level, the Faculty evaluates the M.Ed. Writing Sample and Module I of the Advanced Certificate Portfolio. At the mid-level, Faculty evaluated the M.Ed. Comprehensive Examinations and Module II of the Advanced Certificate Portfolio. At the exit level, Faculty evaluate Module III of the Advanced Certificate Portfolio.

The M.Ed. Management Initiative is a group of faculty who recommend changes to the program based on the results of assessments. Changes to M.Ed. programs are generated by Faculty and proposed to the M.Ed. Coordinator, who institutes requests for approval to the Teacher Education Council, the Graduate Council and the Academic Council. The M.Ed. Management Initiative reviews the results of all annual and biannual assessments of student learning.

9. **Analysis in/and for the Program**
   **Methodology to be Used**
   
   **Quantitative**
   Quantitative analysis will be employed by the M.Ed. Management Initiative in order to determine the degree to which the Programs' student learning outcomes are being achieved. The Oklahoma Advanced Accreditation tests will be evaluated after annually
to ensure that student scores are at or above state averages. Further, the M.Ed. Comprehensive Examination scores will be evaluated yearly to determine areas of strength and weakness with respect to student learning.

Qualitative
Qualitative analysis on a yearly basis will be employed by the M.Ed. Management Initiative with respect to development and analysis of Advanced Certificate Portfolios. Results from the M.Ed. Comprehensive examinations will be analyzed and discussed annually with respect to the quality of student answers in a general sense and the resulting impact on the program. Finally, results from the M.Ed. Graduate Survey will be examined by the M.Ed. Management Initiative every two years.

10. Application in/and for the Department
*how is assessment to be used
Planning
The assessment processes in the M.Ed. Programs provides needed information for advising Departmental Chairs and the Dean of the School of Education & Behavioral Sciences related to needed faculty and curricular modifications.

Budgeting
The assessment processes in the M.Ed. Programs provides needed information for advising Departmental Chairs and the Dean of the School of Education & Behavioral Sciences related to budgetary needs.

Curriculum Changes
The assessment processes in the M.Ed. Programs provides needed information for developing needed curricular modifications.

11. How Feedback is to be Achieved
The M.Ed. Management Initiative will meet several times each semester to analyze, discuss, and propose modifications and changes to the M.Ed. programs based on results of assessments. The Management Initiative and the M.Ed. Coordinator will instigate appropriate procedures to enact suggest changes and modifications.

12. Modifications
Modifications in curriculum will originate from the M.Ed. Management Initiative based on the analyses of the assessments in the Program. Suggested modifications will be presented to appropriate Department chairs and Deans, before submission to the Teacher Education Council, the Graduate Council, and the Academic Council for approval. Enacted modifications will be assessed and evaluated by the M.Ed. Management Initiative on an annual basis, based on the yearly Program Outcomes Assessment Report.
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