

Assessment of Student Learning Plan (ASLP): Special Education

2014-15 Academic Year

A. College, Department/Program, Date

College _____ Management and Human Service _____
Department/Program ___ Dept: Teaching and Learning, Program: Special Education _____
Date _____ 06/03/15 _____

B. Contact Person for the Assessment Plan

Name and title_ Walter H. Kimball, Special Education Program Coordinator _____

C. Degree Program

Name of Degree Program__ Master of Science in Special Education____

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

a. List 3-5 of the most important student learning outcomes for your program.

INTASC standards for initial teacher certification:

<http://www.ccsso.org/Documents/2013/INTASC%20Progressions%20At%20a%20Glance.pdf>

Council for Exceptional Children Standards:

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All outcomes

Step 2: How and When were the Learning Outcomes assessed?

- a. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.

Assessed through standards portfolios- candidates prepare a portfolio that includes evidence and reflections addressing the standards. The portfolio is reviewed by a faculty member according to a rubric. The portfolio must be evaluated as acceptable to complete the program.

- b. Briefly describe when and how you implemented the assessment activity.

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

Faculty review the results of the portfolio evaluations in terms of success rates of candidates and evidence/artifact requirements. Adjustments are made to the portfolio guidelines and process as needed.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

Briefly explain.

F. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u>__X__</u>	RX O
Student-Faculty Community Research Project	<u>___</u>	R O
Internship, or a Field Experience [Required if candidate seeking initial teacher certification]	<u>__X__</u>	R O
Independent Study (community-related project)	<u>___</u>	R O
Capstone Course (community-related project)	<u>__X__</u>	RX O
Service-Learning (a component of a course)	<u>___</u>	R O
Study Abroad, or an International Program	<u>___</u>	R O
Interdisciplinary Collaborative Project (community related)	<u>___</u>	R O
Student Leadership Activities (related to a team project)	<u>___</u>	R O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>___</u>	R O
Other Activities (not mentioned above):		

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses: SED 699 Directed Study, SED 688 Internship in Teaching Students with Mild to Moderate Disabilities