

# STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM 2004-05

Degree and Program Name: **Special Education-  
Graduate Program**

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to the VPAA annually by July 1. For departments undergoing the IBHE program review, this worksheet should be submitted in fulfillment of the requirements for the learning assessment portion of the statewide review.

## PART ONE:

What Are the Learning Objectives?	How, Where, & When Are They Assessed? Committee/Person Responsible	What Are the Expectations (Quantitative and/or Qualitative) for Satisfactory Performance?	What Are the Results?	How Will the Results Be Used? Committee/Person Responsible
<p>1. All candidates will develop thorough course work knowledge and understanding of the issues and research in Special Education.</p>	<p>Knowledge of issues is addressed in SPE 5120 and knowledge of research methodology is assessed in SPE 5900 (or EDU 5200).</p> <p>Committee/Person Responsible:</p> <p>Chair and Graduate Faculty</p>	<p>All enrollees will meet knowledge base expectations ("C") or exceed expectations ("A" or "B").</p>	<p>Grades earned in "Core Courses"— Fall 2004 in SPE 5120: 5 of 8 earned A's; 1 of 8 Withdrew; 1 of 8 earned a B; 1 of 8 earned a C.</p> <p>SPE 5900 was not taught in Spring 2005 or Fall 2004. Students completed the research course EDU 5200 in order to meet this requirement.</p> <p>The Special Education Department was not provided a copy of the EDU 5200 Spring 2005 grade roster. Department rubrics are used to grade all products.)</p>	<p>Determine student continuation and completion of M.S. degree with major in Special Education.</p> <p>Committee/Person Responsible:</p> <p>Chair, Advisor, and Graduate Coordinator</p>
<p>2. Graduating majors have a comprehensive knowledge base of the issues, research, and practices of Special Education.</p>	<p>Each candidate to graduate must complete four written comprehensive exams.</p>	<p>Each candidate who does not complete a Masters thesis must successfully complete</p>	<p>Pass, Fail, Retake rates on comprehensive questions (questions</p>	<p>To verify comprehensive knowledge levels of M.S. candidates.</p>

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	<p>One comprehensive exam is on an issue (5120); one on research (SPE 5900, EDU 5200) and the other two are exams on other courses taken specific to the individual's goals. These are chosen with consultation between the advisor and candidate.</p> <p>Pass, Fail, Retake rates on a comprehensive written question taken after course is completed and before comprehensive knowledge is verified by Chair and Graduate Coordinator.</p> <hr/> <p><b>Committee/Person Responsible:</b></p> <p><b>Graduate Faculty and Graduate Coordinator</b></p>	<p>four comprehensive written questions in order to earn a M.S. in Education with a Special Education major.</p>	<p>are course specific).</p> <p>Question (course): 5120 Issues; Number Passed 1<sup>st</sup> Time = 4; Number Failed 1<sup>st</sup> Time = 0; Number Retook and Passed = 0; Number Who Had to Retake More Than Once = 0.</p> <p>Question (course): 5900 Research; Number Passed 1<sup>st</sup> Time = 6; Number Failed 1<sup>st</sup> Time = 0; Number Retook and Passed = 0; Number Who Had to Retake More Than Once = 0.</p> <p>Question (course): 5133 Topic: Curriculum Adaptation; Number Passed 1<sup>st</sup> Time = 2; Number Failed 1<sup>st</sup> Time = 0; Number Retook and Passed = 0; Number Who Had to Retake More Than Once = 0.</p> <p>Question (course): 5870 Supervision and Administration; Number Passed 1<sup>st</sup> Time = 6; Number Failed 1<sup>st</sup> Time = 0;</p>	<p><b>Committee/Person Responsible:</b></p> <p><b>Graduate Coordinator, Advisors, and Chair</b></p>

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			<p>Number Retook and Passed = 0; Number Who Had to Retake More Than Once = 0.</p> <p>Question (course): 5133 varied Topics, including Universal Design and Consultation/Collaboration: Number Passed 1<sup>st</sup> Time = 2; Number Failed 1<sup>st</sup> Time = 0; Number Retook and Passed = 0; Number Who Had to Retake More Than Once = 0.</p> <p>Total Number Taken April 2004 through May 2005 = 20; Passed 1<sup>st</sup> Time = 20; Retakes pending = 0.</p> <p>No individuals wrote a thesis in this timeframe.</p>	

## **PART TWO:**

**SUMMARIZE CHANGES AND IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND LEARNING THAT HAVE RESULTED FROM THE IMPLEMENTATION OF YOUR ASSESSMENT PROGRAM.**

### **Special Education Graduate Program Strengths:**

The Graduate Program is designed to meet each candidate's career goals and objectives. The program is designed for individuals who already hold licensure in Special Education. Advisement sequence information is provided, but in reality due to limited offerings, without grant monies, candidates take courses available. The candidate and the advisor develop the "Study Plan" and it is this plan that guides the candidate's course selection.

All candidates must take the core courses: SPE 5120, *Current Issues in Special Education*, and SPE 5900, *Research in Special Education*, or the equivalent EDU 5200, *Research*.

As has been noted in the past, a perceived strength of this graduate program would be the "flexibility;" but it does present interesting program assessment challenges. One reason this "flexibility" has been protected has been so it can truly be "professional development" specific to the candidate's goals; the changing dynamics of Special Education laws, policies, and practices; and to assure it remains a vehicle for innovation as grant monies are available.

Last year a thorough self-study was done and Graduate Dean Augustine summarized evidence that the Graduate Program is meeting its mission:

The Graduate Catalog states that the program's mission focuses on advancing the knowledge of teachers with special education certification, teachers with regular education certification, and individuals without certification preparing for a career in special education. The report noted that the graduate coursework prepares certified special education teachers to be master teachers, supervisors, and leaders in the profession. The report also noted that the coursework for all candidates prepares students for shared decision-making, collaboration and consultation, action research, and reflective practice of the profession.

### **Refinement of Assessment Process:**

Due to the demands on the department faculty, no progress was made this year relative to refinement of the graduate program assessment process. It was suggested by the reviewers of this report last year that a portfolio be considered, but demands of the development and refinement of an assessment system for accreditation purposes has consumed department resources and time in this academic year.

The Department Curriculum Committee and Chair still need to reflect on what truly represents performance data across graduate majors in a program as flexible as this one. An assessment plan specific to the graduate program must be designed and a timeline for implementation must be articulated by the graduate faculty. Unit assessment data for NCATE must also be collected and graduate faculty need to be involved in determining graduate unit assessment components. Those tasks are next steps after the assessment system is fully in place for the undergraduate program.