

Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Special Education – Masters Licensure

Students in the Special Education Master's Degree Program have a variety of options including: Master's degree only, Master's degree with licensure (with an emphasis on Early Intervention or K-12). Common across all options are requirements for core coursework in behavior supports (SPED 526), field study, and research (EDUC 611). In addition, all students must meet the same GPA requirement (3.0) and complete a terminal activity. The following learning objectives align with these common requirements.

Learning Goals and Objectives

LO1: Behavior Supports – Students will define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes and apply behavioral theory and techniques to assessment and intervention design practices for individuals in need of behavior support.

LO2: Field Study/Practicum – All Master's students are required to participate in field work aligned with their area of interest and/or focus as part of their master's program. Through field study experiences, students will apply theoretical understandings of positive discipline approaches for children, implementation of evidence based teaching practices, and managing the learning environment to meet student's individual needs and abilities. Students will practice written and oral reflection and participate in group meetings to explore classroom practice and share insights while being exposed to multiple viewpoints and settings.

LO3: Research - Students will demonstrate competence in locating, evaluating and using published research to inform decision making in educational, clinical, and social settings by evaluating and critiquing published research articles and applying research to practice in education.

LO4: GPA - Students must demonstrate satisfactory progress toward the Master's degree by maintaining a 3.0 GPA and earning a 'C' or better in all required courses.

LO5: Terminal Activity - Students must complete and earn a passing grade on their terminal activity (i.e., thesis, project, specialization, or oral comprehensive exam* [*EI option only]).

Assessment Methods

- **Behavior Supports** – Students will evaluate scenarios presented about student behavior, identify appropriate replacement behaviors, and outline a lesson to teach appropriate behaviors, earning a minimum of 80% of the points possible for the case study assignment.

- **Field Study/Practicum** – Students will earn a passing grade (P) in a minimum of 3 credits of practicum or field study.
- **Research** – Students will earn a minimum of 80% of the points possible on their Action Research Project assignment or Final Research Paper assignment in EDUC 611 (or equivalent course).
- Students will maintain a 3.0 **GPA** throughout their Master’s program.
- Students will earn passing grades for their chosen **terminal activity**.

Assessment Process

Learning objectives will be reviewed regularly, as outlined in the table below.

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X			X	
LO2		X			X
LO3			X		
LO4	X	X	X	X	X
LO5	X	X	X	X	X

Status, Outcomes and Results

Our faculty engages in regular (i.e., monthly) meetings during the academic year to discuss a variety of topics related to student performance and program evaluation. Information related to the above learning outcomes and assessments will be compiled and discussed throughout the year as needs arise, and will be a scheduled topic for discussion at one of our Fall term faculty meetings where overall student performance data will be presented.

Decisions Plans and Recommendations

As a result of compiling and sharing information about student progress at our faculty meetings, a number of actions may be implemented, based on a review of the data and common themes that emerge. These include but are not limited to: changes related to student support, access, and equity; revisions to academic policies and procedures; changes to course

structure (e.g., face-to-face, hybrid, distance education, and online); revisions to field study and practicum experiences, practices, and procedures.