



Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: Language, Literature, and Special Education

Program: BA-Special Education

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>1. Students will identify special education as a changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Philosophy of Education</p> <p>Communication skills Action Plan</p> <p>Community services presentation</p> <p>Research on Practicum population</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>At the end of each quarter/course</p> <p>EDSE 460</p> <p>EDSE 460</p> <p>EDSE 460</p> <p>During the student's practicum quarter</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>
<p>2. Students will demonstrate respect for their students first as unique human beings by identifying similarities and differences in human development and the characteristics between and among</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Portfolio of a disability category including research-</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 310, 311</p>	<p>EDSE 310, 311</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p>

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/s-tragic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
individuals with and without exceptional learning needs.		<p>based strategies, characteristics.</p> <p>In practicum, case study of student with disabilities including eligibility history, assessment results, present levels of performance</p>	<p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>During the student's practicum quarter</p>	<p>Exit interview and practicum portfolio (Met competency)</p>
<p>3. Students will select and compile a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Case study for instructional strategies in literacy and math</p> <p>Instructional plan with accommodations and modifications</p> <p>Behavior Change Project</p> <p>In practicum: effective teaching strategies; instructional plan with accommodations and modifications; and a behavior change plan based on practicum population</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 410, 422, 423</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>EDSE 423</p> <p>EDSE 422</p> <p>EDSE 410</p> <p>During the practicum quarter</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/srategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
4. Students will identify and use multiple types of assessment information for a variety of educational decisions: to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress	1.1.1 Students will achieve programmatic learning outcomes.	<p>Rough Draft Portfolio Artifacts</p> <p>Assessment write-ups for the different types of assessment: Formal, informal, select response, essay and performance</p> <p>Case study for literacy and mathematics</p> <p>In practicum, students are required to design an assessment plan related to a student's IEP, an instructional plan, or behavior plan. Additionally, assessment is required for each individual lesson plan</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 411</p> <p>EDSE 423</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>At the end of each quarter course.</p> <p>EDSE 411</p> <p>EDSE 422, 423, 433</p> <p>EDSE 495</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>
5. Students will collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.	1.1.1 Students will achieve programmatic learning outcomes.	<p>Rough Draft Portfolio Artifacts</p> <p>Best Practices with Paraeducators Action Plan</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 460</p>	<p>EDSE 460</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p>

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/s-tragic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
		Community Services Plan Advocacy Plan In practicum, students are required to conduct a Paraeducator Interview and Administrator's Interview, and create an Advocacy Plan reflecting practicum population	EDSE 460 EDSE 432 Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom	EDSE 460 EDSE 432 During the student's practicum quarter	Exit interview and practicum portfolio (Met competency)
6. Students will identify typical and atypical language development and use individualized strategies to enhance language development and teach communication skills to individuals with exceptional needs. Students will identify augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.	1.1.1 Students will achieve programmatic learning outcomes.	Rough Draft Portfolio Artifacts Language samples Lesson plans for language Case study for preschool students	Each Course requires at least one assignment (artifact) that addresses the overall competency for the course EDSE 426, 433	EDSE 426 EDSE 433	All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course. Exit interview and practicum portfolio (Met competency)

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature.
**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (e.g. online, face-to-face, hybrid)
***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Assessment Cycle

Analysis and Interpretation: December

Improvement Actions: Completed by June

Dissemination: Completed by June

Year	15-16	16-17	17-18	18-19	19-20	20-21
SLOs						
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x

Assessment Oversight

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