

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Master of Education in Special Education
K-12 Post-Baccalaureate Special Education Certification
(Initial Certification Program; Additional Endorsement Program)
 School of Education
 March 14, 2014

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>MISSION STATEMENT:</p> <p>OUR MISSION Our mission is to prepare professional special educators who are culturally responsive, effective practitioners, as described in the state Standards for Alaska’s Teachers and the candidate proficiencies identified in the UAF School of Education Conceptual Framework. The UAF School of Education recognizes that schooling and counseling in Alaska has unique characteristics. We prepare special educators to work in urban and rural Alaska and to work with K-12 students and adults from many backgrounds.</p>	<p>For entry to practice as a professional special educator, the Council for Exceptional Children (CEC) expects that every candidate possess appropriate pedagogical skills, demonstrate mastery of the liberal arts through a bachelor’s degree from an accredited institution, master appropriate core academic general and specialized curricula, and undertake a systematic and structured discipline-specific period of induction (Council for Exceptional Children, 2010). The prerequisite requirements of the Special Education Program at UAF for both initial licensure and endorsement candidates meet CEC’s expected entry-level requirements. These requirements help ensure that candidates possess needed background knowledge, current experience, and appropriate dispositions. These prerequisites also serve as safeguard measures towards candidates’ successful retention and exiting from the program.</p>	<p>Entry Level Assessment (For candidates who possess an Alaska Teaching Certificate)</p> <ul style="list-style-type: none"> --Transcripts that present an undergraduate GPA of 3.0 or higher --GRE scores if undergraduate GPA is below 3.0 --Praxis 1 scores --Praxis 2 scores --Statement of Goals (4-5 pages) --Resume --Three Letters of Reference <p>Entry Level Assessment (For initial certification candidates)</p> <ul style="list-style-type: none"> --Above documents -- Minimum of 12 hours of experience with children having disabilities --The following pre-requisite courses: <ul style="list-style-type: none"> *ED 245, Child Development *Intro. to Ed. Class (ED 201, EDSC 415, ED 624) *EDSE 482, Inclusive Classrooms for All Children *Approved AK Studies Course *Approved multicultural Course 	<p>Application materials are reviewed by the graduate faculty and scored using the following scale:</p> <p>0 = not acceptable 1 = acceptable 2 = target</p> <p>Experience must be documented with a letter of recommendation by supervisor.</p> <p>Transcripts that present the required pre-requisite are required. Substitutions may be approved by department chair. A course description and/or syllabus is required for substitutions.</p>
<p>GOAL STATEMENT:</p> <p>OUR GOALS 1. Increase the number of qualified special educators and in Alaska’s schools.</p>	<p>Council for Exceptional Children Standard 1: Learner Development and Individual Learning Differences</p> <ul style="list-style-type: none"> • Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. • Beginning special education professionals use understanding of 	<p>EDSE F605 Early Childhood Special Education (<i>Individual Family Service Plan</i>)</p> <p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F622 Curriculum and Strategies II: High Incidence (<i>IEP’s for students with Learning Disabilities, Health Impairments, Severe Emotional Disability</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable 1 = acceptable 2 = target</p>

<p>2. Enhance the professional skills of Alaska's K-12 special educators</p> <p>3. Develop and support ongoing systemic educational collaborations with Alaska's schools and communities.</p> <p>4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:</p> <ul style="list-style-type: none"> • The quality of Alaska's K-12 schools 	<p>development and individual differences to respond to the needs of individuals with exceptionalities.</p>	<p>EDSE F624 Social/Emotional Development Assessment, and Intervention (<i>IEP with functional behavioral assessment and behavior support plans</i>)</p> <p>EDSE F625 Teaching Mathematics to Special Learners (<i>Math assessment/math unit</i>)</p> <p>EDSE F633 Autism: Communication and Social Disorders (<i>Instructional plan project, Visual plan project</i>)</p> <p>EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (<i>Three social skills lessons using augmentative communication</i>)</p> <p>EDSE F677 Reading Assessment, Curriculum, and Strategies (<i>Case study</i>)</p> <p>EDSE F680 Special Education Clinical Practice (<i>In depth case study</i>)</p>	
<p>• The curriculum of the UAF School of Education</p> <p>• The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska</p> <p>Contribution to Institutional Mission UAF Mission Statement The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF-- America's arctic</p>	<p>Council for Exceptional Children standard 2: Learning Environments</p> <ul style="list-style-type: none"> • Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. • Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. • Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. 	<p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F622 Curriculum and Strategies II: High Incidence (<i>IEP's for students with Learning Disabilities, Health Impairments, Severe Emotional Disability</i>)</p> <p>EDSE F624 Social/Emotional Development Assessment, and Intervention (<i>IEP with functional behavioral assessment and behavior support plans</i>)</p> <p>EDSE F633 Autism: Communication and Social Disorders (<i>Instructional plan project, Visual plan project</i>)</p> <p>EDSE F640 Collaboration and Consultative Methods (<i>Communications Systems Paper</i>)</p> <p>EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (<i>Three social skills lessons using augmentative communication</i>)</p> <p>EDSE F677 Reading Assessment, Curriculum, and Strategies (<i>Case study</i>)</p> <p>EDSE F680 Special Education Clinical Practice (<i>In depth case study</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable 1 = acceptable 2 = target</p>
	<p>Council for Exceptional Children standard 3: Curricular Content Knowledge</p> <ul style="list-style-type: none"> • Beginning special education professionals understand the central concepts, structures of the discipline, 	<p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F622 Curriculum and Strategies II: High Incidence (<i>IEP's for students with Learning Disabilities, Health Impairments, Severe</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable</p>

<p>university--promotes academic excellence, student success and lifelong learning.</p>	<p>and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p> <ul style="list-style-type: none"> • Beginning special education professionals understand and use general specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. • Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. 	<p><i>Emotional Disability)</i></p> <p>EDSE F632 Special Education Law: Principles and Practices (<i>Special education law research paper</i>)</p>	<p>1 = acceptable 2 = target</p>
	<p>Council for Exceptional Children standard 4: Assessment</p> <ul style="list-style-type: none"> • Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. • Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. • Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. • Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. 	<p>EDSE F605 Early Childhood Special Education (<i>Individual Family Service Plan</i>).</p> <p>EDSE F610 Assessment of Students with Disabilities (<i>Case study</i>)</p> <p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F622 Curriculum and Strategies II: High Incidence (<i>IEP's for students with Learning Disabilities, Health Impairments, Severe Emotional Disability</i>)</p> <p>EDSE F624 Social/Emotional Development Assessment, and Intervention (<i>IEP with functional behavioral assessment and behavior support plans</i>)</p> <p>EDSE F640 Collaboration and Consultative Methods (<i>Communications Systems Paper</i>)</p> <p>EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (<i>Three social skills lessons using augmentative communication</i>)</p> <p>EDSE F677 Reading Assessment, Curriculum, and Strategies (<i>Case study</i>)</p> <p>EDSE F625 Teaching Mathematics to Special Learners (<i>Math assessment/math unit</i>)</p> <p>EDSE F680 Special Education Clinical Practice (<i>In depth case study</i>)</p> <p>EDSE F681 Special Education Portfolio (<i>Electronic portfolio</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable 1 = acceptable 2 = target</p>
	<p>Council for Exceptional Children standard 5: Instructional Planning and</p>	<p>EDSE F605 Early Childhood Special Education (<i>Individual Family Service Plan</i>).</p>	

	<p>Strategies</p> <ul style="list-style-type: none"> • Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities. • Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. • Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. • Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. • Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. • Beginning special education professionals teach to mastery and promote generalization of learning. • Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. 	<p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F622 Curriculum and Strategies II: High Incidence (<i>IEP's for students with Learning Disabilities, Health Impairments, Severe Emotional Disability</i>)</p> <p>EDSE F624 Social/Emotional Development Assessment, and Intervention (<i>IEP with functional behavioral assessment and behavior support plans</i>)</p> <p>EDSE F633 Autism: Communication and Social Disorders (<i>Instructional plan project, Visual plan project</i>)</p> <p>EDSE F640 Collaboration and Consultative Methods (<i>Communications Systems Paper</i>)</p> <p>EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (<i>Three social skills lessons using augmentative communication</i>)</p> <p>EDSE F677 Reading Assessment, Curriculum, and Strategies (<i>Case study</i>)</p> <p>EDSE F625 Teaching Mathematics to Special Learners (<i>Math assessment/math unit</i>)</p> <p>EDSE F680 Special Education Clinical Practice (<i>In depth case study</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable 1 = acceptable 2 = target</p>
	<p>Council for Exceptional Children standard 6: Professional Learning and Ethical Practice</p> <ul style="list-style-type: none"> • Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. • Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. • Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. 	<p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F624 Social/Emotional Development Assessment, and Intervention (<i>IEP with functional behavioral assessment and behavior support plans</i>)</p> <p>EDSE F640 Collaboration and Consultative Methods (<i>Communications Systems Paper</i>)</p> <p>EDSE F680 Special Education Clinical Practice (<i>In depth case study</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable 1 = acceptable 2 = target</p>

	<ul style="list-style-type: none"> Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. 		
	<p>Council for Exceptional Children standard 7: Collaboration</p> <ul style="list-style-type: none"> Beginning special education professionals use the theory and elements of effective collaboration. Beginning special education professionals serve as a collaborative resource to colleagues. Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. 	<p>EDSE F612 Curriculum and Strategies I: Low Incidence (<i>IEP with Transition Plan</i>)</p> <p>EDSE F622 Curriculum and Strategies II: High Incidence (<i>IEP's for students with Learning Disabilities, Health Impairments, Severe Emotional Disability</i>)</p> <p>EDSE F624 Social/Emotional Development Assessment, and Intervention (<i>IEP with functional behavioral assessment and behavior support plans</i>)</p> <p>EDSE F640 Collaboration and Consultative Methods (<i>Communications Systems Paper</i>)</p> <p>EDSE F680 Special Education Clinical Practice (<i>In depth case study</i>)</p> <p>EDSE F681 Special Education Portfolio (<i>Electronic portfolio</i>)</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable 1 = acceptable 2 = target</p>
	<p>Evaluation of special education teaching skill.</p>	<p>EDSE F678 and EDSE F680 Clinical Practice -- on site supervisor evaluation.</p> <p>EDSE F678 and EDSE F680 Clinical Practice -- university supervisor evaluation.</p>	<p>Evaluation completed by course instructor and Clinical Practice on site supervisor.</p>
	<p>Evaluation of professional characteristics (dispositions).</p>	<p>Professional Characteristics Feedback Form</p>	<p>Completed by course instructors and fieldwork supervisors for all classes that require fieldwork.</p>
	<p>Comprehensive evaluation of special education content knowledge.</p>	<p>Comprehensive Exam for Master of Education Students</p>	<p>The student's graduate advisory committee prepares and scores the written comprehensive exam using a rubric.</p>