

Academic Program Student Learning Assessment 5-Year Plan

Name of Program: Bachelor of Science in Early Childhood/Special Education

Name of Contact Person: Dr. Felicia M. Valdez

Instructions: Please complete this chart for each of the programs in your area.

Program Goals:

1. Develop learning environments consistent with childhood development
2. Develop effective collaborative relationships with relevant stakeholders to maximize student learning
3. Understand the develop effective and various assessment strategies
4. Understand best practices and research skills to teach to all students
5. Develop professional disposition

Program Learning Outcomes:

- Demonstrate knowledge, skill, and ability to articulate planning of instruction and assessments. Students will analyze their teaching and assess student learning.
- Demonstrate knowledge, skill, and ability of specific theories of child development to support student learning related to practice. Students will make connections to research as it relates to cognitive, social, emotional, and physical development
- Demonstrate mastery of high level practice through their clinical experiences. In addition, they will problem solve using reflective activities to analyze and adjust instruction to make appropriate accommodations for all learners.
- Demonstrate the use of academic language as it relates to theory and practice in written and oral assessments
- Demonstrate knowledge, skill, and ability to coordinate and adjust instruction to address the individual needs of exceptional learners.

Learning Outcomes

Expected learning outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How Results are Used for Improvement. (when and what?)
1.Students will articulate planning of instruction and assessments. Students will analyze their teaching and assess student learning.	EDUC 320, SPED 401, 403, 406, 407, 409 ECED 305, 306, 314, 401	Students will apply specific theories of child development to support student learning related to theory and practice. Students will make connections to research as it relates to cognitive, social, emotional, and physical development. Rubrics are developed to align with the signature assignments. Included are CEC, NAEYC, and CAEP standards.	Once a semester	Assess the use of technology in courses listed each semester.	Review technology forms and protocols annually. Make adjustments as needed.

2. Students will apply specific theories of child development to support student learning related to practice. Students will make connections to research as it	ECED 301, 320, 327, 401, SPED 401, 403	Rubrics are developed to align with the signature assignment. Included are the CEC, NAEYC, and CAEP standards	End of each semester for year-long interns	Assessments related to child development will be conducted each semester	Results will be analyzed annually to determine if improvements are needed.
relates to cognitive, social, emotional, and physical development					
3. Students will demonstrate mastery of high level practice through their clinical experiences. In addition, they will problem solve using reflective activities to analyze and adjust instruction to make appropriate accommodations for all learners.	ECED 301 320, 327, 401 SPED 401, 403, 405, 406, 407, 409	Rubrics are developed to align with the signature assignment. Included are the CEC, NAEYC, and CAEP standards	Once a semester	Review results of assessments related to higher level practice protocol.	Results of assessments related to HLP's will be evaluated annually.

4. Students will use academic language as it relates to theory and practice in written and oral assessments	ECED 301, 310, 316, 320, 327, 401 SPED 403, 405, 406, 407, 409,	Rubric will address those professional dispositions relevant to teacher candidates.	Once a semester as designated by program protocol.	Assessments related to academic language as it relates to theory and practice will be evaluated each semester	Review results of assessments related to use of academic language as it relates to theory and practice. These will be conducted annually
5. Students will coordinate and adjust instruction to address the individual needs of exceptional learners.	ECED 301, 310, 316, 320, 327, 401 SPED 401, 403, 406	Specific rubrics will be used at different stages to assess the analysis of teaching and instructional practices.	End of semester	Results of assessments that address individual needs of exceptional learners will be reviewed each semester.	Review results of assessments that address the individual needs of exceptional learners will be conducted annually.

*Benchmarks: During practicum experiences, beginning with EDUC 101 and ending with student teaching, students will apply strategies that analyze instruction for the purpose of improvement.

Yearly Timeline of Assessment Plan Review

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *

Year 2: Review expected learning outcomes 1, 2 and 3 against course/experience alignment. Make adjustments as needed.

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.

Year 4: Review expected learning outcomes 4 and 5 against course/experience alignment. Make adjustments as needed.

Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes/	1.Students will articulate planning of instruction and assessments. Students will analyze their teaching and assess student learning.	2.Students will apply specific theories of child development to support student learning related to practice. Students will make connections to research as it relates to cognitive, social, emotional, and physical development	3. Students will demonstrate mastery of high level practice through their clinical experiences. In addition, they will problem solve using reflective activities to analyze and adjust instruction to make appropriate accommodations for all learners.	4. Students will use academic language as it relates to theory and practice in written and oral assessments	5. Students will coordinate and adjust instruction to address the individual needs of exceptional learners.
Course Alignments					
EDUC 320	I				
ECED 301		I	R	M	M
ECED 305	M				
ECED 306	M				
ECED 310				M	M
ECED 314	M				
ECED 316				M	M
ECED 320		R	R	M	M
ECED 327		R	R	M	M
ECED 401	I	R	R	M	M
SPED 401	I	R	M		M
SPED 403	I	R	R	M	M
SPED 405			R	M	
SPED 406	I		R	M	M
SPED 407	I		R	M	
SPED 409	R		M	M	

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program Student Learning Assessment 5-Year Plan

Name of Program: Bachelor of Science in Elementary Education Program

Name of Contact Person: Davenia Lea, Program Coordinator

Instructions: Please complete this chart for each of the programs in your area

Program Goals:

The undergraduate program in Elementary Education will give candidates:

1. A solid knowledge base that includes a multi-disciplinary academic program of study, knowledge of pedagogy, and knowledge of learners and their characteristics.
2. An opportunity to practice a repertoire of best teaching practices.
3. The attitudes and skills necessary for reflection and problem solving, and an attitude and belief that “learning to teach” is a lifelong process.

Program Learning Outcomes:

Elementary Education program graduates will:

- Demonstrate a knowledge base that includes a multi-disciplinary academic program of study, a knowledge of pedagogy and a knowledge of learners and their characteristics.
- Demonstrate knowledge of education theory, effective curriculum, instruction and assessment practices, current and relevant issues in education, ethics, and professionalism.
- Demonstrate instructional practices reflective of sound knowledge of content, educational theories, and evidenced-based instructional strategies specific to the field of elementary education.
- Demonstrate instructional planning, classroom management and assessment skills in a classroom setting.
- Demonstrate intercultural competence in addressing civic, social, environmental and economic issues.

- Proficiency in being a reflective practitioner as well as in interpersonal, oral and written language skills.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
<p>Demonstrate a knowledge base that includes a multidisciplinary academic program of study, a knowledge of pedagogy and a knowledge of learners and their characteristics.</p>	<p>ELED310, ELED 304, ELED 306, ELED 314, ELED 316</p>	<p>Interdisciplinary Unit that students prepare during phase one of their yearlong internship.</p> <p>University supervisors and mentor teachers observe interns as they teach the unit and use the observation instrument.</p>	<p>Once Per Semester</p> <p>Once Per Semester</p>	<p>Average rubric score of 3/4</p> <p>Average rubric score of 3/4</p>	<p>Results will be used to better streamline and integrate content across the methods courses.</p> <p>Results will be reviewed by Methods Course and Seminar Instructors at least annually.</p> <p>Results will be used to determine the teacher candidates' ability to translate content into practice. Results will be used to inform instruction of methods courses as well as feedback to the teacher candidates.</p> <p>Results will be reviewed by university supervisors, mentor teachers, and methods and seminar course instructors at least annually.</p>

<p>* Demonstrate knowledge of education theory, effective curriculum, instruction and assessment practices,</p>	<p>ELED 301, EDUC 316, SPED 403</p>	<p>ELED 301 - Curriculum Theorist & Timeline – The Foundations of Theory</p>	<p>Once Per Semester</p>	<p>Average rubric score of 3/4</p>	<p>Results will be used to determine which concepts, theories and/or practices are not clearly and adequately understood by teacher candidates. Results will also be</p>
<p>current and relevant issues in education, ethics, and professionalism.</p>		<p>EDUC 316 – Power of the Teacher Activity SPED 403 – Court Case Summaries</p>			<p>used to revise the course as necessary. Results will be reviewed by Elementary Education Faculty at least annually.</p>
<p>* Demonstrate instructional practices reflective of sound knowledge of content, educational theories, and evidenced-based instructional strategies specific to the field of elementary education.</p>	<p>ELED 401</p>	<p>Exit electronic portfolios using a rubric developed by PDS stakeholders</p>	<p>Once Per Semester</p>	<p>Average rubric score of 3/4</p>	<p>Results will be used to determine the teacher candidates’ ability to translate content into practice. Results will be used to inform ELED courses and their ability to cover content, address standards, and meet the needs of ELED teacher candidates. Results will be reviewed by university supervisors, mentor teachers, and ELED course instructors at least annually.</p>

Demonstrate instructional planning, classroom management and assessment skills in a classroom setting.	ELED 401	By-weekly observations by university supervisors using the observation instrument	Once Per Semester	Average rubric score of 3/4	Results will be used to determine the teacher candidates' ability to demonstrate effective instructional practices within the classroom. Results will be used to inform feedback to the teacher candidates and to identify areas of need and/or supports needed for the teacher candidates as well as the mentor
					teachers. Results will be reviewed at least annually.
*Demonstrate intercultural competence in addressing civic, social, environmental and economic issues.	EDUC 242, EDUC 311, SPED 403	EDUC 242 – Group Project – Children’s Literature for Social Justice and Change EDUC 311 – Diversity Research Paper SPED 403 – Article Critique	Once Per Semester	Average rubric score of 3/4	Results will be used to determine which concepts, theories and/or practices are not clearly and adequately understood by teacher candidates. Results will also be used to revise the course as necessary. Results will be reviewed by Elementary Education Faculty at least annually.

<p>*Proficiency in being a reflective practitioner as well as in interpersonal, oral and written language skills.</p>	<p>Entrance into Program Applications and Interviews</p>	<p>Entrance into Program Application Autobiography and Philosophy Paper Interview Results</p>	<p>Once Per Semester</p>	<p>Acceptance into the Program Average rubric score of 3/4 Average rubric score of 3/4</p>	<p>Results will be used to determine teacher candidate’s proficiency in interpersonal, oral and written language skills. Results will be used to inform cross-disciplinary needs within General Education Courses as well as foundational education courses taken prior to formal entrance into the program. Results will be reviewed by Education Faculty and General Education Council at least annually.</p>
---	--	---	--------------------------	--	--

*Starred Outcomes are newly added learning outcomes based on Fall 2018 program review.

Yearly Timeline of Assessment Plan Review (please provide a yearly plan of what is being assessed in the 5-year plan)

- Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. * (See revised learning outcomes and assessments starred above)
- Year 2: Based on review of data, general education course offerings will be revised to better align required general education course offerings to BSU general education requirements, MSDE certification requirements, as well as TLPD program requirements. Required courses will be better streamlined in order to provide students with more choice within the general education courses taken. Courses identified as required courses will be chosen to reflect the requirements of BSU and MSDE in addition to meeting/supporting the student learning outcomes of the ELED program.
- Year 3: Revise current education courses to: 1) ensure that all learning outcomes and standards are being addressed, 2) ensure that courses are reflective of contemporary, 21st century practices, 3) identify the most relevant assessment instruments for each course, and 4) ensure that courses are well-sequenced. Additionally, new Education Courses, as necessary, will be developed to address areas identified as not being adequately addressed within the curriculum.

Year 4: Develop education tracks/areas of concentration in the areas of English Language Learners (ELL)/English as a Second Language (ESL), STEAM, Culturally Responsive Practices, and Special Education.

Year 5: Collect data, review the data, and make adjustments as needed.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	EDUC 242	EDUC 311	EDUC 316	ELED 301	ELED 304	ELED 306	ELED 310	ELED 314	ELED 316	ELED 401	SPED 403
Demonstrate a knowledge base that includes a multi-disciplinary academic program of study, a knowledge of pedagogy and a knowledge of learners and their characteristics.	I	I	I	I	R	R	R	R	M	M	I
Demonstrate knowledge of education theory, effective curriculum, instruction and assessment practices, current and relevant issues in education, ethics, and professionalism.	I	I	I	I	R	R	R	R	M	M	I
Demonstrate instructional practices reflective of sound knowledge of content, educational theories, and evidenced-based instructional strategies specific to the field of elementary education.	I	I	I	I	R	R	R	R	M	M	I
Demonstrate instructional planning, classroom management and assessment skills in a classroom setting.	I	I	I	I	R	R	R	R	M	M	I
Demonstrate intercultural competence in addressing civic, social, environmental and economic issues.	I	I	I	I	R	R	R	R	M	M	I
Proficiency in being a reflective practitioner as well as in interpersonal, oral and written language skills.	I	I	I	I	R	R	R	R	M	M	I

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level



Academic Program

Student Learning Assessment Plan

Name of Program: Bachelor of Science in Sports Management Name

of Contact Person: Dr. Joseph C Spears, Jr.

Instructions: Please complete this chart for each of the program in your area

Program Goals:

1. Develop knowledge, skills and abilities related to the business and financial aspects of the sports field.
2. Understand sports administration concepts including event and facilities management, public safety and community relations.
3. Develop knowledge, skills and abilities of key role of sales, marketing and mass communications in professional sports. 4. Understand the ways professional athletes address and influence the public's view of social justice issues.

Program Learning Outcomes:

- Demonstrate knowledge and skill to complete the content area of knowledge needed for careers in Sport Management
- Demonstrate knowledge and skill to discuss the principles of interpersonal communication, mass communications, and interaction with the public, particularly as they relate to the sport agency.
- Demonstrate knowledge and skill to explain why budget and finance in sport is a critical component of all sports related industries, including familiar with sound financial control, its methods and principles.
- Demonstrate knowledge and skill to describe the legal concepts in those areas that they are most likely to encounter in the workplace.
- Demonstrate knowledge and skill of economic principles in the sports industry in the national economy and, as a result, it is shaped by external economic influences, and contributes to the shaping of the national economy.
- Demonstrate knowledge and skill to be familiar with and discuss sports activities and governing agencies, their authority, organizational structure and functions.

- Demonstrate in-depth practical knowledge and skills of sport industry through internships that bridge between classroom learning and practical application in sport settings, explore career options, develop management skills, and gain a greater understanding of the total operation of sports organizations.

Learning Outcomes

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
The student will demonstrate the ability to complete the content area of knowledge needed for careers in Sport Management	Content areas 39% SPM, 23% concentration, and 38% general education.	The instructors' use various tests, out of class assignments, rubrics, class room presentations, and guest speakers to accomplish these goals.	Each semester in which the course is offered	Grade analysis of each course shows student are meeting the expected outcomes.	Future analysis of the unsuccessful student, via course grades, will continue to be evaluated annually.

<p>The student will be familiar and discuss the principles of interpersonal communication, mass communications, and interaction with the public, particularly as they relates to the sport agency.</p>	<p>SPM 303 Sport Marketing and Promotion SPM 210 Role of Sport in Society SPM 405 Organizational and Administration of Sports</p>	<p>The instructors' use various tests, out of class assignments, rubrics, class room presentations, and guest speakers to accomplish these goals.</p>	<p>Each semester in which the coursed is offered</p>	<p>Grade analysis of each course shows student are meeting the expected outcomes.</p>	<p>Future analysis of the unsuccessful student, via course grades, will continue to be evaluated annually.</p>
<p>The student will explain why budget and finance in sport is a critical component of all sports related industries. The student will also discuss and be familiar with sound financial control, its methods and principles.</p>	<p>SPM 325 Finance and Economics of Sport SPM 315 Legal Aspects of Sports</p>	<p>The instructors' use various tests, out of class assignments, class room presentations, and guest speakers to accomplish</p>	<p>Each semester in which the coursed is offered</p>	<p>Grade analysis of each course shows student are meeting the expected outcomes.</p>	<p>Future analysis of the unsuccessful student, via course grades, will continue to be evaluated annually.</p>
		<p>these goals</p>			

<p>Many sport activities occur in settings that are potentially litigious. Students will describe the legal concepts in those areas that they are most likely to encounter in the workplace.</p>	<p>SPM 405 Organizational and Administration of Sports SPM 305 Facility Management and Design SPM 315 Legal Aspects of Sports</p>	<p>The instructors' use various tests, out of class assignments, presentations, and guest speakers to accomplish these goals</p>	<p>Each semester in which the course is offered</p>	<p>Grade analysis of each course shows student are meeting the expected outcomes.</p>	<p>Future analysis of the unsuccessful student, via course grades, will continue to be evaluated annually.</p>
<p>Sport is an industry in the national economy and, as a result, it is shaped by external economic influences. As a major national industry, it also contributes to the shaping of the national economy. The student will describe and explain economic principles.</p>	<p>SPM 325 Finance and Economics of Sport SPM 210 Role of Sports in Society</p>	<p>The instructors' use various tests, out of class assignments, class room presentations, and guest speakers to accomplish these goals</p>	<p>Each semester in which the course is offered</p>	<p>Grade analysis of each course shows student are meeting the expected outcomes.</p>	<p>Future analysis of the unsuccessful student, via course grades, will continue to be evaluated annually.</p>
<p>Sport activities are governed by various agencies. The student will be familiar with and discuss these agencies, their authority, organizational structure and functions.</p>	<p>SPM 310 Governance in Sports SPM 405 Organizational and Administration of Sports</p>	<p>The instructors' use various tests, out of class assignments, class room presentations, and guest speakers to accomplish these goals</p>	<p>Each semester in which the course is offered</p>	<p>Grade analysis of each course shows student are meeting the expected outcomes.</p>	<p>Future analysis of the unsuccessful student, via course grades, will continue to be evaluated annually.</p>

<p>An undergraduate student will benefit from culminating in-depth practical experience before entering the sport industry. This experience helps the student bridge the gap between classroom learning and practical application in sport settings. The experience allows students to explore career options, develop management skills, and gain a greater understanding of the total operation of sports organizations. Internships are a full-time work experience in the sport industry (40 hours/week) that are offered for academic credit. This experience is actual work in a sport management setting in which management practices are applied.</p>	<p>SPM 451 Internship in Sport Management</p>	<p>The instructors' use various evaluation forms from each internship site to accomplish these goals</p>	<p>Each semester in which the course is offered</p>	<p>Grade analysis of each course shows student are meeting the expected outcomes.</p>	<p>Future analysis of the unsuccessful student, via course grades, job assessment forms will continue to be evaluated annually.</p>
--	---	--	---	---	---

*You may include benchmarks here if you use them in your program
 Add as many rows as you need to include the most significant expected outcomes for your program.

Yearly Timeline of Annual Assessment Plan

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *

Year 2: Review expected learning outcomes 1 through 4 against course/experience alignment. Make adjustments as needed.

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.

Year 4: Review expected learning outcomes 5 through 7 against course/experience alignment. Make adjustments as needed.

Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Key:

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program
Student Learning Assessment 5-Year Plan

Name of Program: Doctor of Education in Education Leadership Program

Name of Contact Person: Sean T. Coleman, Ph.D., Program Director

Instructions: Please complete this chart for each of the program in your area

Program Goals:

The College of Education, Department of Educational Studies and Leadership (ESAL) aligns with this mission by inspiring educational leaders to reach their potential to become resilient learning communities that promotes academic success and well-being for all students. The ESAL asserts five goals that are subsumed by the Doctoral Program in Educational Leadership.

1. Achieve academic excellence supported by curricular and co-curricular experiences
2. Promote a holistic and coordinated approach to student success
3. Encourage academic and administrative innovation to meet student needs
4. Enhance our campus culture of diversity, inclusion, and civic engagement
5. Ensure long-term viability of the College of Education, Department of Educational Studies and Leadership, and Doctoral Program in Educational Leadership.

Program Learning Outcomes

- Candidates will develop a realistic and functional philosophy and vision of urban educational administration and leadership that incorporate the skills needed to translate that philosophy and vision into effective operation and implementation
- Candidates will identify, design, and implement innovative programs that improve the nature and quality of instructional practices, student learning, and professional growth development.
- Candidates will integrate a broad spectrum of educational and community resources by managing, operating, and creating wholesome and rewarding learning environments
- Candidates will utilize and interpret research and data findings to solve problems that are faced by U.S. school communities.

- Candidates will develop skills in conducting research to address issues that confront educational leaders in today's society.
- Candidates will develop and refine technical skills necessary for the effective organization and management of urban/suburban educational institutions.
- Candidates will develop and demonstrate specified competencies resulting from successful matriculating in required courses, as evidence in the externship (internship) field experience.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Candidates will develop a realistic and functional philosophy and vision of urban educational administration and leadership that incorporate the skills needed to translate that philosophy and vision into effective operation and implementation	EDAD 801, 810, 825, 830, 835, 845, 850, 900, 910, 920, 925, 950	Rubric Research papers Leadership Plans	End of each semester	99% of students meet expectations ..	Each course's assignments will be reviewed for update related to best practices. Additionally, each rubric will be assessed and revised to reflect current best practices.

<p>2. Candidates will identify, design, and implement innovative programs that improve the nature and quality of</p>	<p>EDAD 801, 810, 825, 830, 835, 845, 850, 900, 910, 920, 925,950</p>	<p>Rubric Comprehensive Leadership Instruction Plan Professional Development</p>	<p>End of the semester</p>	<p>Each Semester 100%meet expectations</p>	<p>Each course’s assignments will be reviewed for update related to best practices. Additionally, each rubric will be assessed and revised to</p>
<p>instructional practices, student learning, and professional growth development.</p>		<p>Growth Plans Research Papers</p>			<p>reflect current best practices.</p>
<p>3. Candidates will integrate a broad spectrum of educational and community resources by managing, operating, and creating wholesome and rewarding learning environments</p>	<p>EDAD 801, 810, 82 5, 830, 835, 845, 850, 900, 910, 920, 925,950</p>	<p>Rubric Leadership Self Assessment Instrument</p>	<p>End of the semester</p>	<p>Each semester 100% meet expectations</p>	<p>Each course’s assignments will be reviewed for update related to best practices. Additionally, each rubric will be assessed and revised to reflect current best practices.</p>

4. Candidates will utilize and interpret research and data findings to solve problems that arc faced by U.S. school communities.	EDAD 801, 810, 825, 830, 835, 845, 850, 900, 910, 920, 925, 950	Rubric Reflective Essay Comprehensive Exam	End of the semester	100% meet expectations October annually 98% success rate	Each course’s assignments will be reviewed for update related to best practices. Additionally, each rubric will be assessed and revised to reflect current best practices. Review and revise comprehensive examination items
5. Candidates will develop skills in conducting research to address issues that confront educational leaders in today's society.	EDAD 801, 810, 825, 830, 835, 845, 850, 900, 910, 920, 925, 950	Rubric Dissertation Proposal Proposal Hearing Advancement to Degree Candidacy	End of the semester	99% meet expectations Every semester Upon passing of comprehensive exam	Each course’s assignments will be reviewed for update related to best practices. Additionally, each rubric will be assessed and revised to reflect current best practices.
6. Candidates will develop and refine technical skills necessary for the effective organization and management of urban/suburban educational institutions.	EDAD 801, 810, 825, 830, 835, 845, 850, 900, 910, 920, 925,950	Rubric Dissertation Dissertation PowerPoint Dissertation Defense	End of the semester	100% meet expectations Every semester	Each course’s assignments will be reviewed for update related to best practices. Additionally, each rubric will be assessed and revised to reflect current best practices.

<p>7.Candidates will develop and demonstrate specified competencies resulting from successfully matriculating in required courses, as evidence in the externship (internship) field experience.</p>	<p>EDAD 920, 925</p>	<p>Rubric Electronic Leadership Portfolio Leadership Field Experience Evaluation by experts in the field (the on-site supervisor) Externship Log Reflective Essays</p>	<p>End of the semester</p>	<p>Every semester 100% meet expectations ..</p>	<p>Review and revise portfolio assignments and rubrics to align with standards.</p>
---	----------------------	--	----------------------------	---	---

*You may include benchmarks here is you use them in your program

Add as many rows as you need to include the most significant expected outcomes for your program.

Yearly Timeline of the Assessment Plan

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement and alignment to standards. Make adjustments to assessments as needed. *

Year 2: Review expected learning outcomes 1 through 4 against course/experience alignment. Compare year one two learning outcome results. Make adjustments as needed based on year two results and comparison to previous year.

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Conduct a descriptive trend analysis between years 1, 2, and 3. Make adjustments to alignment as needed.

Year 4: Review expected learning outcomes 5 through 7 against course/experience alignment. Continue to conduct a descriptive trend analysis to include year 4 data. Make adjustments as needed.

Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Continue to conduct the trend analysis to include year 5. Make adjustments as needed based on current year and accumulated trend analysis. Additional adjustments will be considered based on industry evolution.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	EDAD 801	EDAD 810	EDAD 815	EDAD 820	EDAD 825	EDAD 830	EDAD 835	EDAD 840	EDAD 845	EDAD 850	EDAD 900	EDAD 910	EDAD 920	EDAD 925	EDAD 950
I. Candidates will develop a realistic and functional philosophy and vision of urban educational administration and leadership that incorporate the skills needed to translate that philosophy and vision into effective operation and implementation	M					M				R			M	M	M

2. Candidates will identify, design, and implement innovative programs that improve the nature and quality of instructional practices, student learning, and professional			R												M
---	--	--	---	--	--	--	--	--	--	--	--	--	--	--	---

growth development.															
3. Candidates will integrate a broad spectrum of educational and community resources by managing, operating, and creating wholesome and rewarding learning environments				M	R	R	R		R						

<p>4. Candidates will utilize and interpret research and data findings to solve problems that are faced by U.S. school communities.</p>		R					R				M				
<p>5. Candidates will develop skills in conducting research to address issues that confront educational leaders in today's society.</p>							R				R	M			M
<p>6. Candidates will develop and refine technical skills</p>			R	R				I	M						
<p>necessary for the effective organization and management of urban/suburban educational institutions.</p>															

7.Candidates will develop and demonstrate specified competencies resulting from successfully matriculating in required courses, as evidence in the externship (internship) field experience.											M	M			
--	--	--	--	--	--	--	--	--	--	--	---	---	--	--	--

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program Student Learning Assessment Plan

Assessment of Student Learning Outcomes*:

Completion of this template is needed from each academic program in order to develop a database of assessment efforts and results at the university. Program assessment plan is for the next 5 years. Be sure to complete one report for each of your academic programs (majors, minors) at each level (undergraduate, graduate).

Name of Program: Master of Arts and Certificate of Advanced Study in School Psychology **Name of Contact Person:** Kimberly M. Daniel, Ph.D.

Instructions: **Please complete this chart for each of the programs in your area.**

Program Goals:

1. To provide a clear understanding of the various knowledge bases inherent in the practice of school psychology.
2. To enhance candidates' recognition of the importance of embracing diversity in all its forms, including racial, socioeconomic, religious, degree of exceptionality, language, gender, etc.
3. To prepare candidates to practice the highest ethical principles related to the field of school psychology.
4. To increase candidates' understanding of the important roles played by the family, school, and community environments in the development of healthy children and adolescents.
5. To develop candidates' sensitivity towards individual differences as important elements in decision-making regarding academic, behavioral, and social-emotional issues.
6. To provide an understanding of the organization and operation of schools and school systems.
7. To prepare candidates to be effective consultants and collaborators with school personnel and families.
8. To develop the ability of candidates to solve problems related to the practice of school psychology, consult research, seek evidenced based information, and make decisions based on data.
9. To develop the ability of candidates to engage in practices that promote prevention and early intervention supports at all levels (i.e., individual, grade, school, system) in schools.
10. To develop the ability of candidates to function as examiners who can evaluate psychological, educational, and social-emotional/behavioral functioning of individuals and groups.

11. To develop the ability of candidates to engage in activities that support preventive, interventive, and postvention social and mental health supports for p-12 children and their families.
12. To enhance the ability of candidates to think critically, analyze and solve problems, and apply acquired knowledge.
13. To encourage candidates to engage in ongoing professional development, lifelong learning, and keep abreast of technology relevant to their profession.

Program Learning Outcomes (Chart 1):

The program learning outcomes are delineated in the table below.

Chart 1

***Outcomes (in-part) are based on Standards of Graduate Preparation for School Psychologists**Model for Comprehensive and Integrated School Psychological Service: National Association of School Psychologists -NASP-2010).**

Program Learning Outcomes*	Courses or experiences in which the outcomes can be achieved	Instruments/Frequency	Results of Assessments (When and What?)	How results are used for improvement (when and what?)
<p>1.Candidates will demonstrate knowledge and application of data-based decision making to address the needs of p-12 students.</p> <p>NASP Standard II</p>	<p>1. SPSY 507 2. SPSY 610 3. SPSY 607 4. SPSY 805</p>	<p>-SPSY 507 Final Exam/Once at the end of course -Comprehensive Exam/Once in the program prior to Master’s -Comprehensive Assessment Report/Once in the program during Internship -Academic and Behavioral Intervention Projects/Once during the internship year -Practicum and Internship Supervisor evaluations/After each Practicum and Internship course. -Praxis Exam in School Psychology/During the internship year</p>	<p>Data from course exams, course projects, comprehensive exams, key intervention activities, supervisor evaluations and Praxis II exams will be collected, organized, analyzed (in part with the support of the COE Task Stream platform) and reviewed at least</p>	<p>Review of assessment results will be used to evaluate, revise, update, replace and/or add:</p> <p>-Program operational activities (i.e., Program orientation information; admissions’ criteria and decisions; advancement to candidacy criteria; and disposition review activities)</p> <p>-Course content -Course evaluation(s) -Course Sequence -Course additions/deletions -Comprehensive Exam Content</p>

<p>2. Candidates will demonstrate knowledge and application of using consultation and collaboration practices to address the needs of p-12 students.</p> <p>NASP Standard III</p>	<p>1. SPSY 503 2. SPSY 807</p>	<p>-Comprehensive Exam/Once in program prior to awarding master's Degree -Academic Intervention Project/Once at the end of the program prior to awarding C.A.S. -Behavioral Intervention Project/Once during the internship year</p>	<p>twice during the school year.</p>	<p>-Field placement activities (i.e., for shadowing, special projects, practicum and internship placements) - Professional Development activities -Mentorship and Research activities</p>
<p>3. Candidates will demonstrate knowledge and application of developing academic intervention skills</p>	<p>1.SPSY 701 2.SPSY 807</p>	<p>Academic Project in Practicum II/Once during the end of course. 2. Comprehensive Academic</p>		

<p>to address the needs of p-12 students. NASP Standard IV-1</p>		<p>Intervention Project/ Once during the internship year</p>		
<p>4.Candidates will demonstrate knowledge and application of developing social/emotional/behavioral/ mental health intervention skills to address the needs of p-12 students. NASP Standard IV-2</p>	<p>1. SPSY 505 2. SPSY 701 3. SPSY 807</p>	<p>Behavioral Project in Practicum II/Once during end of course -Counseling Project/ Once during internship - Comprehensive Behavioral Project in Internship II/Once during the internship year 3. Internship Supervisor Evaluations/During the internship year</p>		
<p>5. Candidates will demonstrate knowledge and application of system/ school-wide practices that promote Learning in p-12 schools. NASP Standard V 1</p>	<p>1.SPSY 701 2. SPSY 807</p>	<p>-System’s Assignment in class/Once during course - School-Wide Project assignment in Internship II/Once during the internship year</p>		
<p>6. Candidates will demonstrate knowledge and application of preventive and responsive services helpful to support students in p-12 schools. NASP Standard V 2</p>	<p>1. SPSY 607 2. SPSY 608 3. SPSY 807</p>	<p>- Practicum and Internship Supervisor Evaluation/Twice during the internship year - Praxis II exam/During the Internship year</p>		

<p>7. Candidates demonstrate knowledge and application of practices that promote family and school collaboration in planning activities for p-12 students.</p> <p>NASP Standard VI</p>	<p>1.SPSY 805 2.SPSY 807</p>	<p>-Academic and Behavioral Intervention Projects/Once during the internship year - Internship Supervisor Evaluation/Twice during the internship year</p>		
<p>8. Candidates will demonstrate knowledge and application of practices that promote diversity and</p>	<p>1.SPSY 610 2.SPSY 703 3.SPSY 807</p>	<p>-Class projects/Once each class -Academic and Behavioral Intervention Projects/ Once</p>		
<p>cultural proficiency when planning activities for p-12 students. NASP Standard VII</p>		<p>during the internship year - Internship Supervisor evaluation/Twice a year</p>		
<p>9.Candidates will demonstrate knowledge and application of skills in research and program evaluation helpful to address the issues in p-K schools. NASP Standard VIII 1</p>	<p>1.SPSY 509 2. SPSY 701 3. SPSY 807</p>	<p>-Class Projects/Once each class -Academic and Behavioral Projects/Once during the internship year</p>		
<p>10. Candidates will demonstrate knowledge and application of practices that promote legal, ethical and professional practice in the field of school psychology. NASP Standard VIII 2</p>	<p>1.SPSY 501 2. SPSY 702 3. SPSY 610 4. SPSY 807</p>	<p>-Class projects/Once each class -Supervisors' Practicum Evaluations/Twice during the year Supervisors' internship Evaluation/Twice during the internship year</p>		

Yearly Timeline of Assessment Plan Review

- Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *
- Year 2: Review expected learning outcomes 1 through 5 against course/experience alignment. Make adjustments as needed.
- Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.
- Year 4: Review expected learning outcomes 6 through 10 against course/experience alignment. Make adjustments as needed.
- Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Appendix

Alignment of Courses with NASP standards (taken from NASP Accreditation report prepared by Kimberly Daniel)

1. (Required)-CONTENT KNOWLEDGE: Program and/or course-embedded assessment of candidate knowledge. Grades for courses in which content knowledge for NASP Standards II-VIII is addressed are required. Note: In Assessment #2, EACH one of the NASP Standards II-VIII must be assessed, and aggregated attainment data for each standard must be reported. Programs may also submit other tools such as a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete; however, data on these additional tools must also be included as well as the required narrative. *Note: In Assessment #2, each one of the NASP Standards, Standards II-VIII, must be assessed, and aggregated attainment data for must be reported.* Provide assessment information as outlined in the directions for Section IV. If a program uses a combination of program or course-embedded content assessment methods for Assessment 2, the program must provide assessment information for EACH method.

(1a) A brief description of the assessment and its use in the program

Each of the courses outlined in the Bowie State University program of study was developed and/or selected to address one or more of the standards and domains of training and practice (NASP 2010 training standards). Grades are one way of reflecting student knowledge in an area or in various areas. Candidates can receive a grade of A (4.00); B (3.00); C (2.00), I (incomplete), or F (failing).

ASSESSMENT #2 –

(1b) A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

Each of the core courses addresses at least one of the 8 domains. Passing grades indicate that the candidates were exposed to related issues and received at least average marks in those areas. Chart 2 briefly explains how the data for the courses line up with the standard(s)

Chart 2

Course	Year Taught (typically)	Semester Taught (typically)	Standard (s) and/or Element	How Assessment Aligns with Standard
SPSY 501 Introduction to School Psychology	1	1	Standard VIII Element 8.2	Candidates are introduced to the profession of school psychology by examining the history and foundations; examining legal and ethical practices as well as professional trends and practices; learning about related organizations and by observing practice and reflecting on activities in the field.
SPSY 503 School Based Consultation	1	2	Standard III Standard V Element 5.1 Standard VII	Candidates are exposed to training on several consultation models (e.g., mental health, behavioral, instructional; conjoint) and processes that either promote prevention or

				support intervention of academic and/or social-emotional behavioral problems in schools at the student, grade, school or system's level. Research on strategies and techniques for family, school collaboration is highly emphasized in this course. Candidates start a comprehensive on-site school system/review comprehensive project which includes assessing school culture and diversity. The project is completed in SPSY 601.
SPSY 504 Psychopathology of Childhood	2	1	Standard IV Element 4.2	Candidates examine child and adolescent with socialemotional and mental health concerns and disorders and gain knowledge on how these issues/conditions affect educational performance and achievement. A major focus in the class is on the assessment, design, etiology, and treatment of various conditions/ disorders including: Obsessive compulsive and other anxiety disorders, depression and mood disorders, conduct and attentional disorders, learning disorders, and eating disorders. The course investigates how peers, families, teachers, schools, gender, developmental stage and socio-cultural variables are affected by these problems.
SPSY 505 Counseling Children in the School Setting	2	1	Standard IV Element 4.2	Candidates engage in a variety of activities which build competency-based skills in counseling school-aged children to support positive growth in the area of socialemotional-behavioral mental health and well-being.
SPSY 507 School Assessment I	1	1	Standard II Standard IV Element 4.1	In SPSY 507, School Assessment I, candidates are taught about assessment and how assessment activities and results are part of a set of tools helpful in collecting data on student issues and designing intervention supports related to cognitive, academic and learning abilities. Training on psychometrics and cognitive assessments is a major focus.

SPSY 509 Research Methods and Statistics	1	1	Standard VIII Element 8.1 Standard VIII Element 8.2	Candidates are introduced to topics related research design (e.g., statistics, qualitative, quantitative; action research; as well as program design and evaluation and intervention effectiveness) particularly as it relates to
				conducting research in school settings.
SPSY 510 Psychology of Exceptional Children	1	2	Standard IV Element 4.1 Element 4.2 Standard VII	Candidates study the nature of children who differ from the typical child. Course addresses the diverse learning, adaptive, and social emotional issues related to educating students with exceptionalities.
SPSY 601 Human Learning	1	Summer	Standard IV Element 4.1 Standard V Element 5.1 Standard VIII Element 8.1	Candidates engage in a systematic exploration of contemporary and classic theories of human learning and focus on the application of different types to issues as it relates to understanding and educating school age learners. Candidates complete a comprehensive on-site school system/review project which includes assessing school culture and diversity, analyzing data, interpreting and summarizing the results. The project was started in SPSY 503.
SPSY 607 Practicum I in School Psychology	2	1	Standard II Standard V Element 5.1	Candidates compliment their bi- weekly field practica experiences with regular class meetings that focus on issues related to school system dynamics, school psychology practice, techniques for collecting data (e.g., formal/informal assessments, systematic observations) to assist in decision making, and counseling practices.
SPSY 608 Practicum II in School Psychology	2	2	Standard II Standard III	Candidates compliment their bi-weekly field practica experiences with regular class meetings that focus on school system dynamics, school psychology practice and practicing techniques to enhance skills in collaboration, consultation and intervention development (with school personnel and families).

SPSY 610 School Assessment II	1	2	Standard II Standard III Standard V Standard VII Standard VIII Element 8.2	Candidates are exposed to additional training and activities related to data collection through evaluation and assessment (cognitive, social emotional, behavioral, adaptive, and academic) along with specific training on how to assess students suspected of having various disabilities. Best practices in pre-referral intervention and collaborating with problem-solving teams is emphasized throughout the semester. Additionally, assessment of students from diverse cultures is addressed.
SPSY 701 Psychological	2	2	Standard II	Candidates research and critique psychological and
and Educational Interventions			Standard III Standard IV Element 4.1 Standard IV Element 4.2	educational evidenced based interventions and promising practices as well as complete activities which specifically focus on designing academic, behavioral and social interventions using the processes (e.g., consultation, problem identification; problem analysis; goal setting; intervention implementation; data management and monitoring; intervention evaluation; treatment integrity) involved in problem solving.
SPSY 702 Seminar in Ethics and Professional Issues	2	1	Standard V Element 5.2 Standard VI Standard VIII Element 8.2	Candidates a) synthesize and integrate the knowledge, skills, and abilities acquired during coursework and field practica b) explore legal and ethical issues that specifically impact this profession c) review research and have discussion regarding family-school-community engagement and d) gain knowledge regarding practices related to crisis management.

SPSY 703 Cultural Proficiency in School Psychology	2	2	Standard VII Standard VIII Element 8.1	Candidates engage in a variety of activities which address issues (e.g., diverse groups; cognitions, learning styles, pedagogy; achievement) related to culture and diversity and its impact on learning and academic achievement. They review research, statistics, and disaggregate data sets in an effort to better understand underlying trends as it relates to diversity. Strategies for developing life-long skills for engaging in culturally sensitive and competent practice is emphasized.
EDUC 507 Advanced Human Growth and Development	Optional/Prior to Internship	Optional/Prior to Internship	Standard IV Element 4.2	Candidates gain knowledge of the dynamics of “typical” human development and the interrelationship of human behavior, learning, and the environment. The course further examines human development concepts of theoretical and practical applications. Focus is on enhancing and promoting participant’s understanding and sensitivity to the natural needs of a person at various stages of development.
PSYC 739 Dynamics of Group Behavior	Optional/Prior to Internship	Optional/Prior to Internship	Standard V	Candidates are exposed to training and exercises that teach them about processes and skills useful in effectively working and collaborating with other school personnel in

				group settings (e.g., school systems) which help to facilitate a positive and productive overall school climate.
ESAS 713 Curriculum Change and Instructional Materials department teaches it) Or SPED 520 Instructional Methods and Curriculum Planning	Optional/Prior to Internship	Optional/Prior to Internship	Standard IV Element 4.1 Standard VII	Candidates are trained on curriculum development and instructional practices that promote effective teaching and learning for diverse students.
Elective Course	Optional/Prior to Internship	Optional/Prior to Internship	May vary	Content will vary
SPSY 805 School Psychology Internship I	3	1	II-VIII IX	Candidates compliment their full-term placement field experiences with periodic meetings that highlight and assess their ability to integrate and enhance their knowledge and skills regarding school psychology practice. Selected activities are designed to tap into all the domains
SPSY 807 School Psychology Internship II	3	2	II-VIII IX	Continuation of School Psychology Internship activity

Learning Outcomes	SPS Y 501 Intro	SPS Y 507 Ass ml	SPS Y 509 Res.	SPS Y 510 Exc.	SPS Y 503 Cons .	SPS Y 505 Cou n	SPS Y 610 Ass m II	SPS Y 504 Psyc	SPS Y 607 Prac. I	SPS Y 702 Sem.	SPS Y 608 Prac. II	SPS Y 701 Intv.	SPS Y 703 Cul.	SPS Y 805 Int. I	SPS Y 807 Int. II
1.Candidates will demonstrate knowledge and application of data-based decision making to address the needs of p-12 students.	I	I	I	I	R	R	R		R		R	R	R	M	M
2. Candidates will demonstrate knowledge and application of using consultation and collaboration practices to address the needs of p-12 students.	I	I			R		R		R		R	R	R	R	M
3. Candidates will demonstrate knowledge and application of developing academic intervention skills to address the needs of p-12 students.	I		I		R			R	R		R	R		R	M
4.Candidates will demonstrate knowledge and application of developing social/emotional/behavioral/mental health intervention skills to address the needs of p-12 students.	I		I		R	R	R	R		R		R		R	M
5. Candidates will demonstrate knowledge and application of system/ school-wide practices that promote Learning in p-12 schools.	I	I		I	R					R		R		M	M

6. Candidates will demonstrate knowledge and application of preventive and responsive services helpful to support students in p-12 schools.	I			I	R	R		R		R		R		R	M
7. Candidates demonstrate knowledge and application of practices that promote family and school collaboration in planning		I		R	R	R				R				R	M

activities for p-12 students.															
8. Candidates will demonstrate knowledge and application of practices that promote diversity and cultural proficiency when planning activities for p-12 students.	I	I	I	R	R	R	R					R	R	R	M
9. Candidates will demonstrate knowledge and application of skills in research and program evaluation helpful to address the issues in p-K schools.			I			R		R				R		R	M
10. Candidates will demonstrate knowledge and application of practices that promote legal, ethical and professional practice in the field of school psychology.	I	I	I	R		R			R	R	R			M	M
	SPS Y 501 Intr.	SPS Y 507 Ass ml	SPS Y 509 Res	SPS Y 510 Excp .	SPS Y 503 Cons .	SPS Y 505 Cou n	SPS Y 610 Ass mII	SPS Y 504 Psyc	SPS Y 607 Prac. I	SPS Y 702 Sem.	SPS Y 608 Prac. II	SPS Y 701 Intv.	SPS Y 703 Cul.	SPS Y 805 Int. I	SPS Y 807 Int. II

Key: **I** = Introduction of Learning Outcome-Developing
R = Reinforcement of Learning Outcome-Reinforcement and Feedback

M = Mastery of Learning Outcome at the Senior Level-Independence

Academic Program

Student Learning Assessment Plan

Assessment of Student Learning Outcomes

Completion of this template is needed from each academic program in order to develop a database of assessment efforts and results at the university. Program assessment plan is for the next 5 years. Be sure to complete one report from each of your academic programs (majors, minors) at each level (undergraduate, graduate).

Name of Program: Mental Health Counseling Name of Contact Person: Frank Norton, Ph.D.

Instructions: Please complete this chart for each of the program in your area

Program Goal:

1. To prepare highly effective and ethical counseling professionals who will positively impact their students, clients, the counseling profession and the diverse populations they serve in the community.

Program Learning Outcomes:

- Demonstrate an understanding of major theoretical counseling approaches.
- Demonstrate an understanding of the use of DSM 5 (Diagnostic Statistical Manual, Edition 5) □ Demonstrate data software application & skills necessary to plan & complete a research paper.
- Demonstrate the ability to use & interpret various interest inventories, aptitude test, and other measures related to education and career choices.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved (Course Mapping)	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Demonstrate an understanding of major theoretical counseling approaches	COUN 502, COUN 730, MHCO 833	Successfully passing the Comprehensive Exam	-End of each semester for final exam. -Twice/year for the Comprehensive Exam	Comprehensive Exam pass/fail rate is passed on a national exam an objective multiple choice exam given to over 300 colleges/universities nationwide.	Our students are compared to national norms achieved on each of the eight content areas to review course content taught.
2. Demonstrate an understanding of the use of DSM 5	COUN 502, COUN730, MHCO 833, 836, 858 & 806	-Development of a Treatment Plan -Completion of a Case Study on a client/patient -In class exams	-Once per semester	-Based on the written evaluations of students by their Practicum & Internship supervisors of their treatment planning & diagnostic skill sets.	-Feedback from Practicum & Internship supervisors are used to improve teaching and diagnostic planning skills.
3. Demonstrated data software skills to plan & complete a research paper.	COUN 502, EDUC 706 & MHCO 861	-Final class projects -Prepare a research proposal in Intro to Research course - Seminar paper is the culmination & capstone paper.	-Once/semester	-Review completion rate for research course. -Review percent of completion of their seminar paper. - Compare pass rate by professor for both courses.	Upgrade software packages PRN. - Change rubric and standard based on above. -Modify course content based on above.

4. Demonstrate the ability to use & Interpret various interest, aptitude tests and other such measures	COUN 502, 608, 610 EDUC 706	-Final exams for these courses - Comprehensive Exam results	-End of each semester	-Improve diagnostic and treatment planning skill sets. - Review students suitability for Advancement to Candidacy based on the recommendations of faculty, completion of 12-18 credits, & 3.25+ GPA.	
--	--------------------------------	--	-----------------------	---	--

*You may include benchmarks here if you use them in your program

Add as many rows as you need to include the most significant expected outcomes for your program.

Yearly Timeline of Assessment Plan Review

- Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *
- Year 2: Review expected learning outcomes 1 and 2 against course/experience alignment. Make adjustments as needed.
- Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.
- Year 4: Review expected learning outcomes 3 and 4 against course/experience alignment. Make adjustments as needed.
- Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Learning Outcomes to Courses

	COUN 502	COUN 633	COUN 734	COUN 608	COUN 610	COUN 731	COUN 732	COUN 744	COUN 762
--	----------	----------	----------	----------	----------	----------	----------	----------	----------

Expected Learning Outcomes									
1.Major Theoretical Counseling Approaches	I	I	R	I	R	R	R	R	R
2. DSM 5	I	I	R	I	R	R	R	R	R
3.Research paper	I	I	R	R	R	I	I	R	R
4.Inventories, Aptitude, Educational, Career Tests	I	I	R	R	R	I	I	R	R

Key:

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcome at the Senior Level

	MHCO 780	MHCO 833	MHCO 836	MHCO 775	MHCO 858	MHCO 806	MHCO 861	MHCO 799	
Expected Learning Outcomes									

1. Major Theories	R	R	R	R	R	M	M	M	
2. Use of DSM 5	R	R	R	R	R	M	M	M	
3. Research paper	R	R	R	R	R	M	M	M	
4. Assessment	R	R	R	R	R	M	M	M	

Key:

- I = Introduction of Learning Outcome
- R = Reinforcement of Learning Outcome
- M = Mastery of Learning Outcome at the Senior Level

Academic Program
Student Learning Assessment 5-Year Plan

Name of Program: Master of Arts in Counseling Psychology Program

Name of Contact Person: Dr. Cubie Bragg, Program Coordinator

Instructions: Please complete this chart for each of the program in your area

Program Goals:

1. Prepare student for the field of counseling in non-k-12 schools, such as community mental health facilities, universities, and other non k-12 facilities, with a heavy emphasis on interpersonal and helping relationships that require considerable commitment on the part of the student.

Program Learning Outcomes:

- Demonstrate knowledge of major theoretical counseling approaches
- Exhibit knowledge and skill to the use of diagnostic statistical process to development, implement, and review treatment plans
- Demonstrate skill and ability to use data software application to plan and complete clinical research.
- Demonstrate skill and ability the ability to use and interpret various interest inventories, aptitude tests, and other measures related to education and career choices

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
Demonstrate an understanding of major theoretical counseling approaches	PSYC 502, PSYC 730/734 & 833	- Final exam for these courses - successfully passing the Comprehensive Exam	- End of each semester for final exam. - Twice/year for the Comprehensive Exam	-Final Exam Letter or numerical grade - Comprehensive Exam Pass/Fail rate is computed each semester based on the national mean	-Revise questions/exam as needed. -Opportunity to retest twice if needed.
Demonstrate an understanding of the use of DSM-5 (Diagnostic Statistical Manual, 5 th Edition)	PSYC 502 PSYC 714/730/744/ 833 & PSYC 836/858	- DSM-5 - Development of a treatment plan - Completion of a case study on a client/patient - In-Class exams	-Once/semester	- Improve graduate students' diagnostic skills & then develop a treatment plan based on their diagnosis. - Increase students' ability to facilitate therapy with various diagnoses.	- Feedback from Practicum & - Internship supervisors are used to fine tune teaching of diagnostic and treatment planning skills. - Enhance & sharpen diagnostic and treatment skills.

<p>Demonstrate data software application & skills necessary to plan & complete a research paper.</p>	<p>PSYC 502/861, EDUC 706 & PSYC 762</p>	<p>-SPSS (Statistical Package for the Social Sciences) - Power Point presentations - Web-based media -- Electronic scholarly research data collection (Project Cork, ERJC)</p>	<p>-Once/semester</p>	<p>- Final class projects - Prepare research proposal in Introduction to Research course. - Seminar paper is the culmination & capstone paper.</p>	<p>- Change rubric and/or standard based on above.</p>
<p>Demonstrate the ability to use & interpret various interest inventories, aptitude tests, and other measures related to education and career choices.</p>	<p>PSYC 502, 710 & 711 PSYC 610/633 EDUC 706</p>	<p>- Final exam for these courses - Comprehensive Exam</p>	<p>- End of each semester</p>	<p>- Improve ability to respond accurately to clients/patients from different backgrounds</p>	<p>- Update assessment instruments and skill levels of students.</p>

*You may include benchmarks here if you use them in your program **Yearly Timeline of Assessment Plan Review**

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *

Year 2: Review expected learning outcomes 1 and 2 against course/experience alignment. Make adjustments as needed.

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.

Year 4: Review expected learning outcomes 3 and 4 against course/experience alignment. Make adjustments as needed.

Year 5: Conduct a review of the identified expected learning outcomes against program goals. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	PSYC 502	PSYC 610	PSYC 633	PSYC 710	PSYC 711	PSYC 714	PSYC 730	PSYC 734	PSYC 744	PSYC 762	EDUC 706	PSYC 833	PSYC 836	PSYC 858
Demonstrate an understanding of major theoretical counseling approaches	I						R	R				M	M	M
Demonstrate an understanding of the use of DSM-5 (Diagnostic Statistical Manual, 5 th Edition)	I					R	R	R	R			R	M	M
Demonstrate data software application & skills necessary to plan & complete a research paper.	I									R	R	R	M	M

Demonstrate the ability to use & interpret various interest inventories, aptitude tests, and other measures related to education and career choices.	I	R	R	R	R					R	R	R	M	M
--	---	---	---	---	---	--	--	--	--	---	---	---	---	---

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program
Student Learning Assessment 5-Year Plan

Name of Program: Elementary and Secondary School Administration Program

Name of Contact Person: __Janeula M. Burt, Ph.D.__, Program Coordinator

Instructions: Please complete this chart for each of the program in your area

Program Goals:

1. To prepare building- and district level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
2. To prepare building- and district level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. To prepare building- and district-level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
4. To prepare building- and district-level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
5. To prepare building- and district-level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
6. To prepare building- and district-level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management,

communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

7. To prepare building- and district-level leaders to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
8. To prepare building- and district-level leaders to successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Program Learning Outcomes

- Understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
- Understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, ethical practice, and approaches to cultivating ethical behaviors in others.
- Understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- Understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- Understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.
- Understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.
- Understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic

instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.

- Understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- Understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.
- Understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- Understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- Understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.
- Understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.
- Understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- Understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
- Understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.
- Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- Understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- Understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
-----------------------------------	---	----------------------	------------------	---	--

<p>Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.</p>	<p>1.1: ESAS 704 – School and Community Relations 1.1: ESAS 722 – School Administration 1.1: PSYC 739 – Dynamics of Group Behavior 1.2: ESAS 722 – School Administration 1.2: ESAS 704 – School and Community Relations 1.3: ESAS 704 – School and Community Relations 1.3: ESAS 722 – School Administration</p>	<p>1.1 <u>Analysis Paper:</u> Determine core values for a school and develop a mission, vision, and steps to develop a continuous improvement plan. (Once per semester) 1.2 <u>Analysis Paper:</u> Develop a plan and rationale for the analysis and use of school/district data for continuous improvement. (Once per semester) 1.3 <u>Rubric:</u> Develop rubric(s) to analyze (a) small-scale improvement project(s) (e.g., reading, science, math, etc. success). (Once per semester)</p>	<p><u>Rubric:</u> Develop rubric(s) to analyze (a) small-scale improvement project(s) (e.g., reading, science, math, etc. success). (Once per semester)</p>	<p><u>Analysis Paper:</u> Determine core values for a school and develop a mission, vision, and steps to develop a continuous improvement plan. (Once per semester) <u>Analysis Paper:</u> Develop a plan and rationale for the analysis and use of school/district data for continuous improvement. (Once per semester)</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds standard.</i>” (4). The Department of Educational Studies and Leadership (ESAL) has included a third rubric standard (3) in order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
<p>Advocate for ethical decisions and cultivate and enact professional norms.</p>	<p>2.1: ESAS 706 – Introduction to Research 2.1: ESAS 722 – School Administration 2.1: ESAS 727 – School Law 2.1: PSYC 739 – Dynamics of Group Behavior</p>	<p>2.1 <u>Analysis Paper:</u> Develop a plan for the research-informed training of educational professionals, which includes the reflection upon, cultivation of, and support for the educational success</p>	<p><u>Rubric:</u> Develop rubric(s) to analyze (a) small-scale improvement project(s) (e.g., reading, science, math, etc. success). (Once per semester)</p>	<p><u>Analysis Paper:</u> Develop a plan for the researchinformed training of educational professionals, which includes the reflection upon, cultivation of, and support for the educational success and</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds</i></p>

	<p>2.1: ESAS 825/828 – Seminar I and II in School Administration and Supervision 2.1: ESAS 855/858 – Practicum I and II in Administration and Supervision 2.1: ESAS 799 - Comprehensive Examination</p> <p>2.2: ESAS 722 – School Administration 2.2: ESAS 727 – School Law 2.2: ESAS 825/828 – Seminar I and II in School Administration and Supervision 2.2: ESAS 855/858 – Practicum I and II in Administration and Supervision 2.2: ESAS 799 - Comprehensive Examination 2.3: ESAS 722 – School Administration</p>	<p>and well-being of learners and adults. (Once per semester)</p> <p>2.1 <u>Analysis Paper</u>: Reflect upon the extant professional dispositions and norms, and develop models for the professional dispositions and norms that would support educational success and the wellbeing of learners and adults. (Once per semester)</p> <p>2.2 <u>Analysis Paper</u>: Using case law, evaluate the ethical and/or legal decisions as applied in contemporary or future educational contexts.</p> <p>2.2 Role play a situation where there is an ethical or legal dilemma, and determine what the legal and ethical decisions that need to be considered. (Once per semester)</p> <p>2.2 Develop a researchinformed training for educators on how to evaluate, communicate, and advocate for ethical</p>		<p>well-being of learners and adults. (Once per semester)</p> <p><u>Analysis Paper</u>: Reflect upon the extant professional dispositions and norms, and develop models for the professional dispositions and norms that would support educational success and the well-being of learners and adults. (Once per semester)</p> <p><u>Analysis Paper</u>: Using case law, evaluate the ethical and/or legal decisions as applied in contemporary or future educational contexts.</p> <p>Role play a situation where there is an ethical or legal dilemma, and determine what the legal and ethical decisions that need to be considered. (Once per semester)</p> <p>Develop a researchinformed training for educators on how to evaluate, communicate, and advocate for ethical and legal decisions. (Once per semester)</p> <p>Compile and complete a reflection portfolio of how s/he has observed, modeled, or cultivated ethical behaviors or</p>	<p><i>standard.</i>” (4). The Department of Educational Studies and Leadership (ESAL) has included a third rubric standard (3) in order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
--	--	--	--	---	--

	2.3: ESAS 727 – School Law 2.3: ESAS 825/828 – Seminar I and II in	and legal decisions. (Once per semester)		actions. (Once per semester)	
--	---	---	--	------------------------------	--

	School Administration and Supervision 2.3: ESAS 855/858 – Practicum I and II in Administration and Supervision 2.3: ESAS 799 - Comprehensive Examination	2.3 Compile and complete a reflection portfolio of how s/he has observed, modeled, or cultivated ethical behaviors or actions. (Once per semester)			
--	--	--	--	--	--

<p>Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.</p>	<p>3.1: EDUC 505 – Recent Issues in Education 3.1: ESAS 706 – Introduction to Research 3.1: ESAS 720 – Problems & Techniques in Contemporary Ed. Management 3.1: ESAS 722 – School Administration 3.1: ESAS 731 - School Curriculum Development 3.1: ESAS 757 – School Supervision 3.1: EDUC 505 – Recent Issues in Education 3.1: ESAS 825/828 – Seminar I and II in School Administration and Supervision 3.1: ESAS 855/858 – Practicum I and II in Administration and Supervision 3.1: ESAS 799 – Comprehensive Examination 3.2: EDUC 505 – Recent Issues in Education</p>	<p>3.1 <u>Analysis Paper</u>: Complete a written analysis of a school culture that includes and articulates the necessary steps to evaluate design, cultivate, and advocate for a supportive, inclusive, and equitable school culture. (Once per semester)</p> <p>3.1 <u>Analysis Paper</u>: Using mock data, demonstrate how s/he would use the data sources to design, cultivate, advocate, and evaluate an inclusive school culture. (Once per semester)</p> <p>3.2 <u>Rubric</u>: Develop the rubric, criteria, and tools for an equity audit for a school site or district. (Once per semester)</p>	<p><u>Rubric</u>: Develop the rubric, criteria, and tools for an equity audit for a school site or district. (Once per semester)</p>	<p><u>Analysis Paper</u>: Complete a written analysis of a school culture that includes and articulates the necessary steps to evaluate design, cultivate, and advocate for a supportive, inclusive, and equitable school culture. (Once per semester)</p> <p><u>Analysis Paper</u>: Using mock data, demonstrate how s/he would use the data sources to design, cultivate, advocate, and evaluate an inclusive school culture. (Once per semester)</p> <p><u>Analysis Paper</u>: Develop a research-informed training program that evaluates, cultivates, and advocates for technologies and opportunities that support the educational success and well-being of each student. (Once per semester)</p> <p><u>Analysis Paper</u>- Develop a comprehensive plan for</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds standard.</i>” (4). The Department of Educational Studies and Leadership (ESAL) has included a third rubric standard (3) in order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
---	---	--	--	---	---

	<p>3.2: ESAS 706 – Introduction to Research</p> <p>3.2: ESAS 722 – School Administration</p> <p>3.2: ESAS 727 – School Law</p> <p>3.2: ESAS 731 - School Curriculum Development</p> <p>3.2: ESAS 757 – School Supervision</p> <p>3.2: ESAS 825/828 – Seminar I and II in School Administration and Supervision 3.2:</p> <p>ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>3.2: ESAS 799 – Comprehensive Examination</p> <p>3.3: ESAS 706 – Introduction to Research</p> <p>3.3: ESAS 722 – School Administration</p> <p>3.3: ESAS 727 – School Law</p> <p>3.3: ESAS 731 - School Curriculum Development</p> <p>3.3: ESAS 757 – School Supervision</p> <p>3.3: ESAS 825/828 – Seminar I and II in School Administration and Supervision 3.3:</p>	<p>3.2 <u>Analysis Paper:</u> Develop a research informed training program that evaluates, cultivates, and advocates for technologies and opportunities that support the educational success and well-being of each student. (Once per semester)</p> <p>3.3 <u>Analysis Paper-</u> Develop a comprehensive plan for how to develop, implement, evaluate, cultivate, and advocate for equitable, inclusive, socially just, equitable, and culturally responsive instruction and strategies among teachers, leaders, and staff. (Once per semester)</p>		<p>how to develop, implement, evaluate, cultivate, and advocate for equitable, inclusive, socially just, equitable, and culturally responsive instruction and strategies among teachers, leaders, and staff.</p>	
--	--	---	--	--	--

	ESAS 855/858 – Practicum I and II in Administration and Supervision				
--	--	--	--	--	--

	3.3: ESAS 799 – Comprehensive Examination				
--	---	--	--	--	--

<p>Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.</p>	<p>4.1: EDUC 501 – Learning and Teaching 4.1: EDUC 505 – Recent Issues in Education 4.1: EDUC 539 – Curriculum Materials & Appraisal 4.1: ESAS 706 – Introduction to Research 4.1: ESAS 713: Curriculum Change and Instructional Methods 4.1: ESAS 722 – School Administration 4.1: ESAS 727 – School Law 4.1: ESAS 731 - School Curriculum Development 4.1: ESAS 757 – School Supervision 4.1: EDUC 501 – Learning & Teaching 4.1: ESAS 825/828 – Seminar I and II in School Administration and Supervision 4.1: ESAS 855/858 – Practicum I and II in Administration and Supervision 4.1: ESAS 799 – Comprehensive Examination 4.2: EDUC 501 – Learning and Teaching</p>	<p>4.1 <u>Analysis Paper:</u> Develop an academic (or non-academic) technology-rich, highquality curricula or supports for students that contributes to their academic success and well-being. (Once per semester)</p> <p>4.1 <u>Analysis Paper:</u> Evaluate the effectiveness, identify areas in need of improvement, and/or implement strategies that lead to specified improvements using data to craft a plan(s). (Once per semester)</p> <p>4.1 <u>Analysis Paper:</u> Develop a researchinformed training program(s) that guides educators’ on how to evaluate, develop, and implement highquality, technologyrich curricula, programs, and other supports for student programs, cocurricular, curricular, and extra-curricular. (Once per semester)</p>	<p><u>Rubric:</u> Develop the rubric, criteria, and tools for an equity audit for a school site or district. (Once per semester)</p>	<p><u>Analysis Paper:</u> Develop an academic (or nonacademic) technology-rich, high-quality curricula or supports for students that contributes to their academic success and wellbeing. (Once per semester)</p> <p><u>Analysis Paper:</u> Evaluate the effectiveness, identify areas in need of improvement, and/or implement strategies that lead to specified improvements using data to craft a plan(s). (Once per semester)</p> <p><u>Analysis Paper:</u> Develop a research-informed training program(s) that guides educators’ n how to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for student programs, co-curricular, curricular, and extracurricular. (Once per semester)</p> <p><u>Analysis Paper:</u> Draft or use a written improvement plan using the data sources identified to use measure, improve, and refine the</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds standard.</i>” (4). The Department of Educational Studies and Leadership (ESAL) has included a third rubric standard (3) in order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
--	--	--	--	--	---

	<p>4.2: EDUC 505 – Recent Issues in Education 4.2: EDUC 539 – Curriculum Materials & Appraisal 4.2: ESAS 706 – Introduction to Research 4.2: ESAS 713: Curriculum Change and Instructional Methods 4.2: ESAS 722 – School Administration 4.2: ESAS 727 – School Law 4.2: ESAS 731 - School Curriculum Development 4.2: ESAS 757 – School Supervision 4.2: EDUC 501 – Learning & Teaching 4.2: ESAS 825/828 – Seminar I and II in School Administration and Supervision 4.2: ESAS 855/858 – Practicum I and II in Administration and Supervision 4.2: ESAS 799 – Comprehensive Examination</p> <p>4.3: EDUC 501 – Learning and Teaching 4.3: EDUC 505 – Recent Issues in Education</p>	<p>4.2 <u>Analysis Paper</u>: Draft or use a written improvement plan using the data sources identified to use measure, improve, and refine the programs or services, by using research-informed instructional practices, resources, technologies. (Once per semester)</p> <p>4.2 <u>Electronic Portfolio</u>: Complete a portfolio entry that documents and demonstrates examples from their field-work that presents how s/he evaluate(d) academic, co-curricular, or extracurricular instructional practices, resources, technologies, and services to develop or recommend implementation steps that support equity, digital literacy, and a school’s/district’s academic, cocurricular, or extracurricular programs or services. (Once per semester)</p> <p>4.3 <u>Analysis Paper</u>: Develop a researchinformed training plan</p>		<p>programs or services, by using research-informed instructional practices, resources, technologies. (Once per semester)</p> <p><u>Electronic Portfolio</u>: Complete a portfolio entry that documents and demonstrates examples from their field-work that presents how s/he evaluate(d) academic, cocurricular, or extracurricular instructional practices, resources, technologies, and services to develop or recommend implementation steps that support equity, digital literacy, and a school’s/district’s academic, co-curricular, or extra-curricular programs or services. (Once per semester)</p> <p><u>Analysis Paper</u>: Develop a research-informed training plan on how to evaluate, develop, refine, and implement culturally responsive, relevant, and sustaining instructional practices and assessments, that will contribute to and support instructional improvement, student</p>	
--	---	--	--	--	--

	4.3: EDUC 539 – Curriculum Materials & Appraisal			learning, and well-being. (Once per semester)	
--	--	--	--	--	--

	<p>4.3: ESAS 706 – Introduction to Research</p> <p>4.3: ESAS 713: Curriculum Change and Instructional Methods</p> <p>4.3: ESAS 722 – School Administration</p> <p>4.3: ESAS 727 – School Law</p> <p>4.3: ESAS 731 - School Curriculum Development</p> <p>4.3: ESAS 757 – School Supervision</p> <p>4.3: EDUC 501 – Learning & Teaching</p> <p>4.3: ESAS 825/828 – Seminar I and II in School Administration and Supervision</p> <p>4.3: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>4.3: ESAS 799 – Comprehensive Examination</p> <p>4.4: EDUC 501 – Learning and Teaching</p> <p>4.4: EDUC 505 – Recent Issues in Education</p> <p>4.4: EDUC 539 – Curriculum Materials & Appraisal</p> <p>4.4: ESAS 706 – Introduction to Research</p> <p>4.4: ESAS 713:</p>	<p>on how to evaluate, develop, refine, and implement culturally responsive, relevant, and sustaining instructional practices and assessments, that will contribute to and support instructional improvement, student learning, and wellbeing. (Once per semester)</p> <p>4.4 <u>Analysis Paper:</u> Develop a plan for how s/he will initiate a plan to evaluate a school/district’s curriculum, instruction, technology, data, and assessment practices, and identify how this data will be used to systemically, equitably, and coherently identify instructional enhancements/refinements, and/or the strategies. (Once per semester)</p> <p>4.4 <u>Analysis Paper:</u> Create a comprehensive plan for how s/he, as a new principal or superintendent, will</p>		<p><u>Analysis Paper:</u> Develop a plan for how s/he will initiate a plan to evaluate a school/district’s curriculum, instruction, technology, data, and assessment practices, and identify how this data will be used to systemically, equitably, and coherently identify instructional enhancements/refinements, and/or the strategies. (Once per semester)</p> <p><u>Analysis Paper:</u> Create a comprehensive plan for how s/he, as a new principal or superintendent, will collaboratively evaluate the school’s/district’s curriculum, instruction, technology, data, and assessment practices that will be used to identify improvements/refinements, and the implementation of instructional practices and steps for implementing them. (Once per semester)</p> <p><u>Electronic Portfolio:</u> Complete a capstone project articulating the steps necessary to evaluate and develop a school’s/district’s curricula, instruction, technology, data systems,</p>	
--	---	--	--	--	--

	Curriculum Change and Instructional Methods			and assessment practices in a coherent, equitable, and	
--	---	--	--	--	--

	<p>4.4: ESAS 722 – School Administration 4.4: ESAS 727 – School Law 4.4: ESAS 731 - School Curriculum Development 4.4: ESAS 757 – School Supervision 4.4: EDUC 501 – Learning & Teaching 4.4: ESAS 825/828 – Seminar I and II in School Administration and Supervision 4.4: ESAS 855/858 – Practicum I and II in Administration and Supervision 4.4: ESAS 799 – Comprehensive Examination</p>	<p>collaboratively evaluate the school’s/district’s curriculum, instruction, technology, data, and assessment practices that will be used to identify improvements/refinements, and the implementation of instructional practices and steps for implementing them. (Once per semester)</p> <p>4.4c <u>Electronic Portfolio</u>: Complete a capstone project articulating the steps necessary to evaluate and develop a school’s/district’s curricula, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner, using data from wellcrafted simulations or field sites. (Once per semester) 4.4 <u>Analysis Paper</u>: Develop a researchinformed training program that provides guidance on how to</p>		<p>systematic manner, using data from well-crafted simulations or field sites. (Once per semester) <u>Analysis Paper</u>: Develop a research-informed training program that provides guidance on how to evaluate a school’s/district’s curricula, instruction, technology, data, and assessment practices and uses this information to identify improvement/refinements and the steps necessary for implementing them. (Once per semester)</p>	
--	--	--	--	---	--

		evaluate a school's/district's			
--	--	-----------------------------------	--	--	--

		curricula, instruction, technology, data, and assessment practices and uses this information to identify improvement/refinements and the steps necessary for implementing them. (Once per semester)			
--	--	--	--	--	--

<p>Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p>	<p>5.1: EDUC 505 – Recent Issues in Education 5.1: ESAS 704 – School & Community Relations 5.1: ESAS 720 – Problems & Technics in Education 5.1: ESAS 713 – Curriculum Change & Instructional Methods 5.1: ESAS 722 – School Administration 5.1: PSYC 739 – Dynamics of Group Behavior 5.1: ESAS 731 School Curriculum Development 5.1: ESAS 825/828 – Seminar I and II in School Administration and Supervision 5.1: ESAS 855/858 – Practicum I and II in Administration and Supervision 5.1: ESAS 799 – Comprehensive Examination 5.1: SPED 511 – Special Education Perspectives</p>	<p>5.1 <u>Analysis Paper:</u> Develop a schoolwide program that demonstrates how school leaders can engage families and communities to support student learning and wellbeing using culturally responsive, socially just, and funds of knowledge strategies.</p> <p>5.1 <u>Analysis Paper:</u> Develop a training program for school staff that includes family and community engagement strategies and activities that incorporate funds of knowledge, group dynamics, cultural proficiency, social justice, and/or cultural capital.</p> <p>5.2 <u>Analysis Paper:</u> Identify the diverse members, partners, and other audiences within a school community, and</p>	<p><u>Rubric:</u> Develop the rubric, criteria, and tools for an equity audit for a school site or district. (Once per semester)</p>	<p><u>Analysis Paper:</u> Develop a schoolwide program that demonstrates how school leaders can engage families and communities to support student learning and well-being using culturally responsive, socially just, and funds of knowledge strategies.</p> <p><u>Analysis Paper:</u> Develop a training program for school staff that includes family and community engagement strategies and activities that incorporate funds of knowledge, group dynamics, cultural proficiency, social justice, and/or cultural capital.</p> <p><u>Analysis Paper:</u> Identify the diverse members, partners, and other audiences within a school community, and determine who and how to collaborate to enhance academic success and student development. describe how the</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds standard.</i>” (4). The Department of Educational Studies and Leadership (ESAL) has included a third rubric standard (3) in order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
--	--	--	--	---	---

	<p>5.2: EDUC 505 – Recent Issues in Education</p> <p>5.2: ESAS 704 – School & Community Relations</p> <p>5.2: ESAS 720 – Problems & Technics in Education</p> <p>5.2: ESAS 713 – Curriculum Change & Instructional Methods</p> <p>5.2: ESAS 722 – School Administration</p> <p>5.2: PSYC 739 – Dynamics of Group Behavior</p> <p>5.2: ESAS 731 School Curriculum Development</p> <p>5.2: ESAS 825/828 – Seminar I and II in School Administration and Supervision</p> <p>5.2: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>5.2: ESAS 799 – Comprehensive Examination</p> <p>5.2: SPED 511 – Special Education Perspectives</p> <p>5.3: EDUC 505 – Recent Issues in Education</p> <p>5.1: ESAS 704 – School & Community Relations</p> <p>5.3: ESAS 704 – School</p>	<p>determine who and how to collaborate to enhance academic success and student development.</p> <p>describe how the relationship building will occur and how the shared goals will be determined.</p> <p>5.2 <u>Analysis Paper</u>: Develop a researchinformed, comprehensive community engagement plan and training program that enhances school staff capacity to engage families and community members to support student learning, school improvement, and community well-being.</p> <p>5.3 <u>Analysis Paper</u>: Develop a needs assessment to measure the current and future policy environment, school advocacy, and community needs.</p> <p>5.3 <u>Analysis Paper</u>: Draft a comprehensive communication plan that includes time frames and multiple forms of communication for reaching various stakeholder communities.</p>		<p>relationship building will occur and how the shared goals will be determined. (once per semester)</p> <p><u>Analysis Paper</u>: Develop a research-informed, comprehensive community engagement plan and training program that enhances school staff capacity to engage families and community members to support student learning, school improvement, and community well-being.</p> <p><u>Analysis Paper</u>: Develop a needs assessment to measure the current and future policy environment, school advocacy, and community needs.</p> <p><u>Analysis Paper</u>: Draft a comprehensive communication plan that includes time frames and multiple forms of communication for reaching various stakeholder communities.</p>	
--	--	---	--	--	--

	& Community Relations				
--	-----------------------	--	--	--	--

	<p>5.3: ESAS 720 – Problems & Technics in Education</p> <p>5.3: ESAS 713 – Curriculum Change & Instructional Methods</p> <p>5.3: ESAS 722 – School Administration</p> <p>5.3: PSYC 739 – Dynamics of Group Behavior</p> <p>5.3: ESAS 731 School Curriculum Development</p> <p>5.3: ESAS 825/828 – Seminar I and II in School Administration and Supervision</p> <p>5.3: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>5.3: ESAS 799 – Comprehensive Examination</p> <p>5.3: SPED 511 – Special Education Perspectives</p>				
--	--	--	--	--	--

<p>Improve the management, communication, technology, schoollevel governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</p>	<p>6.1: ESAS 722 – School Administration 6.1: ESAS 757 – School Supervision 6.1: ESAS 724 – Public School Finance 6.1: PSYC 739 – Dynamics of Group Behavior 6.1: ESAS 727 – School Law 6.1: EDUC 505 – Recent Issues in Education</p>	<p>6.1 <u>Analysis Paper:</u> Develop, assess, evaluate, and implement management, communication, technology, schoollevel governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.</p>	<p><u>Rubric:</u> Develop the rubric, criteria, and tools for an equity audit for a school site or district. (Once per semester)</p>	<p><u>Analysis Paper:</u> Develop, assess, evaluate, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. 6.1 <u>Analysis Paper:</u> Develop a researchinformed comprehensive plan for auditing the</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds standard.</i>” (4). The Department of Educational Studies and Leadership (ESAL) has included a third rubric standard (3) in</p>
--	---	---	--	---	--

	<p>6.1: ESAS 825/828 – Seminar I and II in School Administration and Supervision 6.1: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>6.2: ESAS 722 – School Administration 6.2: ESAS 757 – School Supervision 6.2: ESAS 724 – Public School Finance 6.2: PSYC 739 – Dynamics of Group Behavior 6.2: ESAS 727 – School Law 6.2: EDUC 505 – Recent Issues in Education 6.2: ESAS 825/828 – Seminar I and II in School Administration and Supervision 6.2: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>6.3: ESAS 722 – School Administration 6.3: ESAS 757 – School Supervision 6.3: ESAS 724 – Public</p>	<p>6.1 <u>Analysis Paper</u>: Develop a researchinformed comprehensive plan for auditing the efficiency and equity of school processes and operations that are designed to enhance student success and wellbeing.</p> <p>6.2 <u>Analysis Paper</u>: Using data-informed and equitable resource planning that support school improvement and student development, develop a plan to plan to develop, evaluate, and advocate for school improvement and student well-being.</p> <p>6.2 <u>Analysis Paper</u>: Identify and describe areas where resources can be effectively allocated, as well as where additional resources are needed.</p> <p>6.2 <u>Analysis Paper</u>: Develop a researchinformed advocacy plan that reflect school needs, effectively respond to questions regarding those needs.</p> <p>6.3 <u>Analysis Paper</u>: Conduct an analysis of</p>		<p>efficiency and equity of school processes and operations that are designed to enhance student success and wellbeing.</p> <p><u>Analysis Paper</u>: Using data-informed and equitable resource planning that support school improvement and student development, develop a plan to plan to develop, evaluate, and advocate for school improvement and student well-being.</p> <p><u>Analysis Paper</u>: Identify and describe areas where resources can be effectively allocated, as well as where additional resources are needed.</p> <p><u>Analysis Paper</u>: Develop a research-informed advocacy plan that reflect school needs, effectively respond to questions regarding those needs.</p> <p><u>Analysis Paper</u>: Conduct an analysis of how a law or policy can be used to provide recommendations to promote student and adult success and wellbeing in school settings. For example, how can school leaders</p>	<p>order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
--	--	--	--	---	---

	School Finance 6.3: PSYC 739 – Dynamics of Group Behavior	how a law or policy can be used to provide		communicate about, evaluate, or implement	
--	--	---	--	--	--

	<p>6.3: ESAS 727 – School Law 6.3: EDUC 505 – Recent Issues in Education 6.3: ESAS 825/828 – Seminar I and II in School Administration and Supervision 6.3: ESAS 855/858 – Practicum I and II in Administration and Supervision</p>	<p>recommendations to promote student and adult success and well-being in school settings. For example, how can school leaders communicate about, evaluate, or implement laws, policies, strategies, and regulations that promote current and future student/adult success and wellbeing.</p> <p>6.3 <u>Analysis Paper:</u> Develop a researchinformed training for school staff and communities which fosters a better understanding of how to communicate and implement a law, policy, or regulation such as IDEA (IEPs), equity, social justice, etc.</p>		<p>laws, policies, strategies, and regulations that promote current and future student/adult success and well-being.</p> <p><u>Analysis Paper:</u> Develop a research-informed training for school staff and communities which fosters a better understanding of how to communicate and implement a law, policy, or regulation such as IDEA (IEPs), equity, social justice, etc.</p>	
--	--	---	--	--	--

<p>Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p>	<p>7.1: ESAS 722 – School Administration 7.1: ESAS 724 – Public School Finance 7.1: ESAS 727 – School Law 7.1: ESAS 757 – School Supervision 7.1: ESAS 825/828 – Seminar I and II in</p>	<p>7.1 <u>Analysis Paper:</u> Develop a comprehensive plan to recruit, select, hire, and train and align professional capacity of school staff using culturally responsive, equity-based, socially just, and funds of knowledge that will</p>	<p><u>Rubric:</u> Develop the rubric, criteria, and tools for an equity audit for a school site or district. (Once per semester)</p>	<p><u>Analysis Paper:</u> Develop a comprehensive plan to recruit, select, hire, and train and align professional capacity of school staff using culturally responsive, equity-based, socially just, and funds of knowledge that will enhance student success and well-being.</p>	<p>Use rubric results to reexamine where individual and collective students need more support to move from “<i>approaching standard</i>” (1), to “<i>meets standard</i>” (2), to “<i>approaching exceeding standard</i>” (3) “<i>exceeds standard.</i>” (4). The Department of Educational</p>
---	--	--	--	---	---

	<p>School Administration and Supervision 7.1: ESAS 855/858 – Practicum I and II in Administration and Supervision 7.1: PSYC 739 – Dynamics of Group Behavior</p> <p>7.2: ESAS 722 – School Administration 7.2: ESAS 724 – Public School Finance 7.2: ESAS 727 – School Law 7.2: ESAS 757 – School Supervision 7.2: ESAS 825/828 – Seminar I and II in School Administration and Supervision 7.2: ESAS 855/858 – Practicum I and II in Administration and Supervision 7.2: PSYC 739 – Dynamics of Group Behavior</p> <p>7.3: ESAS 722 – School Administration 7.3: ESAS 724 – Public School Finance 7.3: ESAS 727 – School Law</p>	<p>enhance student success and wellbeing.</p> <p>7.1 <u>Analysis Paper</u>: Design a data-informed, comprehensive plan to identify, recruit, and select school staff that meet the current and future staffing needs of the school.</p> <p>7.2 <u>Analysis Paper</u>: Using school culture data, develop a plan for collaborating with school staff to engage in a professional culture that encourages and promotes school improvement, teacher retention, and the success and wellbeing of each student and adult in the school.</p> <p>7.3 <u>Analysis Paper</u>: Develop a plan and process for evaluating the professional learning needs of school staff, which include and promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, equity, social justice, and student development.</p>		<p><u>Analysis Paper</u>: Design a data-informed, comprehensive plan to identify, recruit, and select school staff that meet the current and future staffing needs of the school.</p> <p><u>Analysis Paper</u>: Using school culture data, develop a plan for collaborating with school staff to engage in a professional culture that encourages and promotes school improvement, teacher retention, and the success and well-being of each student and adult in the school.</p> <p><u>Analysis Paper</u>: Develop a plan and process for evaluating the professional learning needs of school staff, which include and promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, equity, social justice, and student development.</p> <p><u>Analysis Paper</u>: Using tools such as an equity and efficiency auditing, develop, implement, and evaluate a comprehensive and research-informed system of supervision which fosters support and</p>	<p>Studies and Leadership (ESAL) has included a third rubric standard (3) in order to give students and opportunity to continually seek continuous improvement, after they have “met” the minimum standard.</p>
--	---	---	--	--	---

	<p>7.3: ESAS 757 – School Supervision 7.3: ESAS 825/828 – Seminar I and II in</p>				
--	---	--	--	--	--

	<p>School Administration and Supervision 7.3: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>7.3: PSYC 739 – Dynamics of Group Behavior</p> <p>7.4: ESAS 706 – Introduction to Research</p> <p>7.4: ESAS 722 – School Administration</p> <p>7.4: ESAS 724 – Public School Finance</p> <p>7.4: ESAS 727 – School Law</p> <p>7.4: ESAS 757 – School Supervision</p> <p>7.4: ESAS 825/828 – Seminar I and II in School Administration and Supervision</p> <p>7.4: ESAS 855/858 – Practicum I and II in Administration and Supervision</p> <p>7.4: PSYC 739 – Dynamics of Group Behavior</p>	<p><u>Analysis Paper</u>: Using tools such as an equity and efficiency auditing, develop, implement, and evaluate a comprehensive and research-informed system of supervision which fosters support and promotes school improvement, student success, and staff development.</p>		<p>promotes school improvement, student success, and staff development.</p>	
--	--	--	--	---	--

*You may include benchmarks here if you use them in your program

Add as many rows as you need to include the most significant expected outcomes for your program.

Annual Assessment Plan Review Timeline

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Develop new rubric to align to new standards. Make adjustments to assessments as needed. *

Year 2: Review expected learning outcomes 1 through 4 against course/experience alignment. Make adjustments as needed.

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.

Year 4: Review expected learning outcomes 5 through 7 against course/experience alignment. Make adjustments as needed.

Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning	Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Advocate for ethical decisions and cultivate and enact professional norms.	Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	Improve the management, communication, technology, school-level governance, and operation systems to develop and improve datainformed and equitable school resource plans and to apply laws, policies, and regulations.	Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
Course Numbers							
ESAS 704	R				R		
ESAS 706		I	R	R			
ESAS 713				R	R		
ESAS 720			R		R		
ESAS 722	I	I	I	I	I	I	I
ESAS 724			I		I	R	R
ESAS 727		R	R	R		R	R

ESAS 731			R	R	R		
ESAS 757			R	R		R	R
ESAS 799	M	M	M	M	M	M	M
ESAS 825/828		M	M	M	M	M	M
ESAS 855/858		M	M	M	M	M	M
EDUC 501			I	I	I		
EDUC 505			R	R	R	R	
EDUC 539				R			
PSYC 739	R	R			R	R	R
SPED 511					R		

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program
Student Learning Assessment 5-Year Plan

Name of Program: Master of Education in Elementary Education Program

Name of Contact Person: Davenia Lea, Program Coordinator

Instructions: Please complete this chart for each of the program in your area

Program Goals:

The graduate program in Elementary Education assists candidates:

1. To master the elements of advanced professional knowledge for Elementary Education graduate students.
2. To master advanced pedagogy for instruction in the required areas.
3. To master principles of research relevant for the field of education.
4. To demonstrate the professional dispositions that are required of this level of practice.

Program Learning Outcomes

Graduates of the ELED graduate program will exhibit the:

- Demonstration of the advanced professional knowledge for this level of activity.
- Demonstration and application of advanced pedagogical knowledge to practical situations.
- Demonstration of advanced research skills through written document.
- Practice of professionalism under all circumstances.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
Demonstration of the advanced professional knowledge for this level of activity.	<ul style="list-style-type: none"> • EDUC 505: Recent Issues in Education • EDUC 534: Advanced Language Arts • EDUC 536: Advanced Teaching of Arithmetic • EDUC 538: Advanced Teaching of Science • EDUC 863: Seminar in Graduate Elementary Education • ELED 799: Comprehensive Exam 	<ul style="list-style-type: none"> <input type="checkbox"/> EDUC 505: Midterm/Final Exam <input type="checkbox"/> EDUC 534: Monthly lesson plans <input type="checkbox"/> EDUC 536: Two classroom observations; Unit plan/end of term <input type="checkbox"/> EDUC 538: Two classroom observations; Unit Plan/end of term <input type="checkbox"/> EDUC 863: Thesis/end of term <input type="checkbox"/> ELED 799: Comprehensive exam scores 	1x/year	Grades of 85% or better for at least 90% of the candidates	Results will be reviewed annually by Graduate Education Faculty to determine areas of need, the need for course revisions as well as to inform instructional practices.
Demonstration and application of advanced pedagogical knowledge to practical situations.	<ul style="list-style-type: none"> • EDUC 534: Advanced Language Arts • EDUC 536: Advanced Teaching of Arithmetic • EDUC 538: Advanced Teaching of Science • EDUC 543: Curriculum and Technology 	<ul style="list-style-type: none"> <input type="checkbox"/> EDUC 505: Midterm/Final Exam <input type="checkbox"/> EDUC 534: Monthly lesson plans <input type="checkbox"/> EDUC 536: Two classroom observations; Unit plan/end of term <input type="checkbox"/> EDUC 538: Two classroom observations; Unit Plan/end of term <input type="checkbox"/> EDUC 543: Midterm Exam; Final Project 	1x/year	Grades of 85% or better for at least 90% of the candidates	Results will be reviewed annually by Graduate Education Faculty to determine areas of need, the need for course revisions as well as to inform instructional practices.

<p>Demonstration of advanced research skills through written document.</p>	<ul style="list-style-type: none"> • EDUC 706: Introduction to Research • EDUC 863: Seminar in Graduate Elementary Education • ELED 799: Comprehensive Exam 	<ul style="list-style-type: none"> <input type="checkbox"/> EDUC 706: Chapter quizzes, as needed; Research Proposal/end of term <input type="checkbox"/> EDUC 863: Thesis/end of term <input type="checkbox"/> ELED 799: Exam question 	<p>1x/year</p>	<p>Grades of 85% or better for at least 90% of the candidates</p>	<p>Results will be reviewed annually by Graduate Education Faculty to determine areas of need, the need for course revisions as well as to inform instructional practices.</p>
<p>Practice of professionalism under all circumstances.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> EDUC 536: Advanced Teaching of Arithmetic <input type="checkbox"/> EDUC 538: Advanced Teaching of Science <input type="checkbox"/> EDUC 545: Reading in the Content Area <input type="checkbox"/> EDUC 863: Seminar in Graduate Elementary Education 	<ul style="list-style-type: none"> <input type="checkbox"/> EDUC 536: Observation of demonstrated lesson/midterm EDUC <input type="checkbox"/> 538: Observation of demonstrated lesson/midterm EDUC <input type="checkbox"/> 545: Observation of demonstrated lesson/midterm EDUC <input type="checkbox"/> 864: Oral presentation of Thesis 	<p>1x/year</p>	<p>Grades of 85% or better for at least 90% of the candidates</p>	<p>Results will be reviewed annually by Graduate Education Faculty to determine areas of need, the need for course revisions as well as to inform instructional practices.</p>

*You may include benchmarks here is you use them in your program

Add as many rows as you need to include the most significant expected outcomes for your program.

Yearly Timeline of Assessment Plan Review (please provide a yearly plan of what is being assessed in the 5-year plan)

Year 1: Conduct review of the ELED graduate program inclusive of: 1) a review of the data regarding student performance and feedback, 2) a review of over 20 graduate programs within MD as well as those identified as exemplary, 3) feedback from current undergraduate teacher candidates as well as current teachers within PGCPD regarding what they are looking for in a graduate program, and 4) a comprehensive review of the current courses offered. Based on this data, a new graduate program is being proposed that is more relevant, more accessible, and more marketable. The proposed program will be submitted for review and approval by the TLPD Curriculum Committee, The BSU Curriculum Committee as well as MHEC with the intent of offering the new program by Fall 2019.

Year 2: Continue teaching out current students in the ELED graduate program (7 remaining with anticipated completion dates of Spring 2020). No new students will be admitted into the current ELED graduate program.

Start-up for the new Curriculum, Instruction and Assessment Graduate Program include the following:

1. Professional Development of current and new faculty/course instructors regarding new program foundation, philosophies, and best instructional practices (Summer 2019)
2. Intensive Marketing and Recruitment Efforts employed (Spring 2019/Summer 2019)
3. First courses (4) in new program to be offered Fall 2019 and Spring 2020

Year 3: Collect data, review the data, and make adjustments as needed to first eight courses offered within the new program. New courses (2) will be offered within program (Summer 2020 and Fall 2020). Extensive marketing will continue. Begin developing program as a fully online M.Ed. program and provide training and professional development to online course instructors.

Year 4: Collect data, review the data, and make adjustments as needed to courses offered within the new program as well as to identified assessments used to measure learner outcomes. Prepare to launch fully online program. Extensive marketing will continue.

Year 5: Collect data, review the data, and make adjustments as needed to courses offered within the hybrid and fully online programs. Extensive marketing will continue.

Mapping of Expected Learning Outcomes to Courses)

Expected Learning Outcomes	EDUC 505	EDUC 534	EDUC 536	EDUC 538	EDUC 543	EDUC 545	EDUC 706	EDUC 863	ELED 799
Demonstration of the advanced professional knowledge for this level of activity.	I	I	I	I	I	I	R	M	M
Demonstration and application of advanced pedagogical knowledge to practical situations.	I	I	I	I	I	I	R	M	M
Demonstration of advanced research skills through written document.	I	I	I	I	I	I	R	M	M
Practice of professionalism under all circumstances.	I	I	I	I	I	I	R	M	M

Key I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program
Student Learning Assessment 5-Year Plan

Name of Program: Graduate Reading Education (REED)

Name of Contact Person: Jacquelyn Sweeney, Ph.D., Interim Coordinator

Instructions: Please complete this chart for each of the program in your area

Program Goals:

1. Promote literacy in a technological oriented society
2. Help student in the schools develop lifelong reading
3. Develop literacy programs in the schools
4. Analyze and use published research results
5. Recognize “teacher as research perspective

Program Learning Outcomes

- Demonstrate knowledge of major theories related to literacy development
- Demonstrate knowledge, skills and ability to manage literacy instruction and programs (includes balanced literacy approaches, technology integration, material selection).
- Demonstrate knowledge, skills and ability on the importance of using multiple assessments for evaluation of literacy development.
- Demonstrate knowledge, skills and ability of how to design and develop literacy environment for diverse student populations as well as select diverse children’s literature.
- Demonstrate knowledge of empirical research design; writes report in APA format; presents ideas to colleagues.
- Demonstrate knowledge, skills and ability of the writing process, the varied purposes of writing, and integration of writing into the curriculum.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Knowledge of major theories related to literacy development	EDUC 647 EDUC 749 Comprehensive Exam	TaskStream /Rubric TaskStream/Rubric TaskStream/Rubric	End of Semester End of Semester After completing required core courses	Continuous examination of results.	Used to make changes in courses providing this information.
2. Understand how to manage literacy instruction and programs (includes balanced literacy approaches, technology integration, material selection).	EDUC 646 EDUC 749	TaskStream/Rubric TaskStream/Rubric	End of Semester End of Semester	Continuous examination of results.	Used to make changes in courses providing this information.
3. Recognizes importance of using multiple assessments for evaluation of literacy development.	EDUC 646 EDUC 749	TaskStream/Rubic TaskStream/Rubric	End of Semester End of Semester	Continuous examination of results.	Used to make changes in courses providing this information.

4. Understands how to design and develop literacy environment for diverse student populations as well as select diverse children's literature.	EDUC 633 EDUC 653	TaskStream/Rubric TaskStream/Rubric	Mid and End Semester End of Semester	Continuous examination of results.	Used to make changes in courses providing this information.
5. Engages in empirical research design; writes report in APA format; presents ideas to colleagues.	EDUC 751	TaskStream: Thesis & Dissertation Rubric	End of Semester	Continuous examination of results.	Used to make changes in courses providing this information.
6. Understands writing process, the varied purposes of writing, and integration of writing into the curriculum.	EDUC 545	TaskStream/Rubric	End of Semester	Continuous examination of results.	This assignment to be integrated into EDUC 545 in the Fall 2018 semester. To be located within the inquiry assignment.

Yearly Timeline of Assessment Plan Review

- Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Two courses (EDUC 545 and EDUC 748) are being revised and sent to Maryland Department of Education for Approval as required by the State. This will be completed by Fall 2019. A review of all data collected is performed annually and is in alignment to CAEP continuous improvement requirements.
- Year 2: Review expected learning outcomes 1,2 and 3 against course/experience alignment. Make adjustments as needed.
- Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.
- Year 4: Review expected learning outcomes 4, 5, and 6 against course/experience alignment. Make adjustments as needed.
- Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	EDUC 545	EDUC 633	EDUC 646	EDUC 647	EDUC 653	EDUC 749	EDUC 751		
1. Knowledge of major theories related to literacy development				I		M			
2. Understand how to manage literacy instruction and programs (includes balanced literacy approaches, technology integration, material selection).			I			M			
3. Recognizes importance of using multiple assessments for evaluation of literacy development.			I			M			
4. Understands how to design and develop literacy environment for diverse student populations as well as select diverse children's literature.		I			R				
5. Engages in empirical research design; writes report in APA format; presents ideas to colleagues.							M		
6. Understands writing process, the varied purposes of writing, and integration of writing into the curriculum.	I						M		

Key**I** = Introduction of Learning Outcome**R** = Reinforcement of Learning Outcome**M** = Mastery of Learning Outcomes at Senior Level

Academic Program Student Learning Assessment Report

Assessment of Student Learning Outcomes*:

Completion of this template is needed from each academic program in order to develop a database of assessment efforts and results at the university. Be sure to complete one report for each of your academic programs (majors, minors) at each level (undergraduate, graduate).

Name of Program: Master of Education in School Counseling

Name of Contact Person: Cynthia L. Taylor, PhD

Instructions: Please complete this chart for each of the programs in your area.

Program Goals:

1. Foundation knowledge, skills and practices of the history, roles, functions, professional identity, current models (such as ASCA), effects of diverse contexts and needs, and processes and operational management of the counseling practices.
2. Counseling, prevention, and intervention knowledge, skills and practices of theories, processes, design, development and implementation of counseling programs, and strategies to manage program effectiveness and impact.
3. Diversity and advocacy knowledge, skills and practices of addressing educational policies, programs, and practices and needs in multicultural settings, able to identify opportunities and maximize impact.
4. Assessment knowledge, skills and practices on signs, symptoms, and influence of factors that affect the personal, social, and academic functioning and various forms of needs assessments for academic, career, and personal/social development.
5. Research and evaluation knowledge and skills of current research and promising practices, models and strategies of evaluation, and methods of using data for improvement.
6. Academic development knowledge, skills and practices of concepts, principles, strategies to promote academic success and close achievement gap; utilize curriculum design, instructional and management strategies for teaching counseling- and guidance-related material.
7. Collaboration and consultation knowledge, skills and practices of theories, models, and processes of consultation in school system settings; strategies to build effective working teams, and methods for collaboration with the communities.
8. Leadership knowledge, skills and practices regarding roles of and strategies for effective leadership in design, implementation and evaluation of comprehensive school counseling program and related activities.

Program Learning Outcomes:

- Demonstrate knowledge, skills, and abilities regarding the history, philosophy, and trends in school counseling and educational systems
- Demonstrate knowledge, skills, and abilities regarding theories and processes of effective counseling and wellness programs for individual students and groups of students.
- Demonstrate knowledge, skills, and abilities regarding the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- Demonstrate knowledge, skills, and abilities regarding the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- Demonstrate knowledge, skills, and abilities regarding the critical evaluation of research relevant to the practice of school counseling.
- Demonstrate knowledge, skills, and abilities, regarding how the school counseling program relates to the academic mission of the school.
- Demonstrate knowledge, skills, and abilities regarding student development, well-being, and learning; and further identify how these factors are enhanced by family-school-community collaboration.
- Demonstrate knowledge, skills, and abilities regarding strategies of leadership designed to enhance the learning environment of schools.

Expected Learning Outcomes*	Courses or experiences in which the outcomes can be achieved	Instruments/Frequency	Results of Assessments (when and what)	How results are used for improvement (when and what)
------------------------------------	---	------------------------------	---	---

<p>1. Candidates will develop knowledge, skills, and abilities regarding the history, philosophy, and trends in school counseling and educational systems</p> <p>CACREP: Foundations</p>	<p>COUN 603: Mental Hygiene for Children and Youth</p> <p>COUN 702: Introduction to School Counseling</p> <p>COUN 836: Practicum in School Counseling</p> <p>COUN 837: Internship in School Counseling</p> <p>COUN 502: Principles & Philosophy of Counseling</p>	<p>COUN 603: <u>Research Term Paper</u>-Final draft submitted at end of course.</p> <p>COUN 702:</p> <ol style="list-style-type: none"> <u>Disposition Paper:</u> Candidates submit final draft at the end of course. <u>Three Exams:</u> Candidates take exam at beginning, middle, and end of course. <p>COUN 836:</p> <ol style="list-style-type: none"> <u>Formative/Summative Evaluations</u>-Completed during midterm and final. <p>COUN 837:</p> <ol style="list-style-type: none"> <u>Formative/Summative Evaluations</u>- Completed during midterm and final. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course. <p>COUN 502: <u>Common Core Exams</u>-</p>	<p>COUN 603: Research papers are reviewed using a rubric that assesses identification of mental health issues/research findings/implications for counseling. Papers are reviewed twice for first and final drafts.</p> <p>COUN 702: Disposition papers are reviewed using a rubric that assesses students’ understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; Three exams are completed throughout the course to assess student learning.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are completed</p>	<p>COUN 603: <u>Research papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p> <p>COUN 702: <u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; Exam scores are assessed individually to identify difficulties with retaining course material and/or to determine if advisement is recommended. Collectively, results are placed into Taskstream to</p>
--	--	---	--	--

		<p>Candidates take two exams at the beginning and midpoint of the course.</p>	<p>by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills. 2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as students engage in their Internship experience. They receive formative/summative feedback.</p> <p>COUN 502: <u>Common Core Exams</u> are reviewed near the beginning and midpoint of the course. Results are inputted in Taskstream.</p>	<p>focus on enhancement of curriculum.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students’ field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are used throughout students’ field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills. 2. <u>Portfolios</u> are used as a reflection of students’ knowledge, abilities, and</p>
--	--	---	--	---

				skillset developed throughout their
--	--	--	--	-------------------------------------

				<p>matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.</p> <p>COUN 502: Scores are reviewed individually and collectively and placed into Taskstream. Scores are used to identify difficulties with retaining course material and/or determine if advisement/further review of items is recommended.</p>
--	--	--	--	---

<p>2. Candidates will develop knowledge, skills, and abilities regarding theories and processes of effective counseling and wellness programs for individual students and groups of students.</p> <p>CACREP: Counseling, Prevention &</p>	<p>COUN 633: Multicultural Counseling</p> <p>COUN 861: Seminar in School Counseling</p> <p>COUN 840: Counseling Children & Adolescents</p> <p>COUN 702:</p>	<p>COUN 633: <u>Field Experience</u>-Candidates participate in a cultural event and submit paper at a scheduled date during the course semester.</p> <p>COUN 861: <u>Capstone Project</u>-Candidates develop capstone paper/project throughout matriculation in the course.</p> <p>COUN 840: Role Play-Candidates develop a role play scenario based on their</p>	<p>COUN 633: <u>Field Experiences</u> are evaluated during the course to assess reflection of experiential exercise and how it impacts values, beliefs, and customs of diverse cultures.</p> <p>COUN 861: <u>Capstone Project</u>: Chapters are evaluated and resubmitted with corrections. Final paper and research project are</p>	<p>COUN 633: <u>Field Experiences</u> are used to assess students' understanding of multicultural awareness. Students' reflections offer feedback regarding needed areas of course enhancement.</p> <p>COUN 861: <u>Capstone Projects</u> are used to support the students' employability, as reflected by their ability to develop</p>
---	---	--	--	---

<p>Intervention</p>	<p>Introduction to School Counseling</p> <p>COUN 836: Practicum in School Counseling</p> <p>COUN 837: Internship in School Counseling</p>	<p>learning throughout the course.</p> <p>COUN 702: 1. <u>Disposition Paper</u>: Candidates submit final draft at the end of course. 2. <u>Three Exams</u>: Candidates take exam at beginning, middle, and end of course.</p> <p>COUN 836: 1. <u>Formative/Summative Evaluations</u>-Completed during midterm and final.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u>- Completed during midterm and final. 2. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course.</p>	<p>presented at the end of the course.</p> <p>COUN 840: Role Play: Candidates are assessed at a specified date during the semester. Students should demonstrate proficiencies in applying problemsolving skills based on theory.</p> <p>COUN 702: <u>Disposition papers</u> are reviewed using a rubric that assesses students’ understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; <u>Three exams</u> are completed throughout the course to assess student learning.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are completed</p>	<p>programs, engage in research, and use data.</p> <p>COUN 840: Role Play evaluations are used to assess students’ abilities to apply counseling skills. Evaluations are used to enhance course curriculum in the areas of conceptualization, problem-solving, and treatment planning.</p> <p>COUN 702: <u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; <u>Exam scores</u> are assessed individually to identify difficulties with retaining course material and/or to determine if advisement is recommended.</p>
---------------------	---	--	--	---

				Collectively, results are placed into Taskstream to
--	--	--	--	---

			<p>by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills. 2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as students engage in their Internship experience. They receive formative/summative feedback.</p>	<p>focus on enhancement of curriculum.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills. 2. <u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and</p>
--	--	--	--	--

				skillset developed throughout their
--	--	--	--	-------------------------------------

				matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.
--	--	--	--	---

<p>3. Candidates will develop knowledge, skills, and abilities regarding the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. CACREP: Diversity & Advocacy</p>	<p>COUN 633: Multicultural Counseling</p> <p>COUN 840: Counseling Children & Adolescents</p> <p>COUN 836: Practicum in School Counseling</p> <p>COUN 837: Internship in School Counseling</p>	<p>COUN 633: <u>Field Experience</u>-Candidates participate in a cultural event and submit paper at a scheduled date during the course semester.</p> <p>COUN 840: Role Play-Candidates develop a role play scenario based on their learning throughout the course.</p> <p>COUN 836: 1. <u>Formative/Summative Evaluations</u>-Completed during midterm and final.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u>- Completed during midterm and final. 2. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is</p>	<p>COUN 633: <u>Field Experiences</u> are evaluated during the course to assess reflection of experiential exercise and how it impacts values, beliefs, and customs of diverse cultures.</p> <p>COUN 840: Role Play: Candidates are assessed at a specified date during the semester. Students should demonstrate proficiencies in applying problemsolving skills based on theory.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional</p>	<p>COUN 633: <u>Field Experiences</u> are used to assess students' understanding of multicultural awareness. Students' reflections offer feedback regarding needed areas of course enhancement.</p> <p>COUN 840: Role Play evaluations are used to assess students' abilities to apply counseling skills. Evaluations are used to enhance course curriculum in the areas of conceptualization, problem-solving, and treatment planning.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are</p>
--	---	--	--	--

		<p>presented at the end of the course.</p>	<p>performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as students engage in their Internship experience. They receive formative/summative feedback.</p>	<p>offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>2. <u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and skillset developed throughout their matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.</p>
--	--	--	---	---

4. Candidates will develop knowledge, skills, and abilities regarding the	COUN 861: Seminar in School Counseling	COUN 861: <u>Capstone Project</u> -Candidates develop capstone paper/project throughout matriculation in the	COUN 861: <u>Capstone Project</u> : Chapters are evaluated and resubmitted with	COUN 861: <u>Capstone Projects</u> are used to support the students' employability, as reflected
---	--	--	---	--

<p>influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.</p> <p>CACREP: Assessment</p>	<p>COUN 840: Counseling Children & Adolescents</p> <p>COUN 702: Introduction to School Counseling</p> <p>COUN 836: Practicum in School Counseling</p> <p>COUN 837: Internship in School Counseling</p> <p>COUN 603: Mental Hygiene for Children and Youth</p>	<p>course.</p> <p>COUN 840: Role Play-Candidates develop a role play scenario based on their learning throughout the course.</p> <p>COUN 702: 1. <u>Disposition Paper</u>: Candidates submit final draft at the end of course. 2. <u>Three Exams</u>: Candidates take exam at beginning, middle, and end of course.</p> <p>COUN 836: 1. <u>Formative/Summative Evaluations</u>-Completed during midterm and final.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u>- Completed during midterm and final. 2. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course.</p>	<p>corrections. Final paper and research project are presented at the end of the course.</p> <p>COUN 840: Role Play: Candidates are assessed at a specified date during the semester. Students should demonstrate proficiencies in applying problemsolving skills based on theory.</p> <p>COUN 702: <u>Disposition papers</u> are reviewed using a rubric that assesses students' understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; <u>Three exams</u> are completed throughout the course to assess student learning.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional</p>	<p>by their ability to develop programs, engage in research, and use data.</p> <p>COUN 840: Role Play evaluations are used to assess students' abilities to apply counseling skills. Evaluations are used to enhance course curriculum in the areas of conceptualization, problem-solving, and treatment planning.</p> <p>COUN 702: <u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; <u>Exam scores</u> are assessed individually to identify difficulties with retaining course material and/or to determine if advisement is recommended.</p>
--	--	---	---	---

		COUN 603: <u>1. Research Term Paper-Final</u>		Collectively, results are placed into Taskstream to
--	--	---	--	---

		<p>draft submitted at end of course.</p>	<p>performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills. 2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as students engage in their Internship experience. They receive formative/summative feedback.</p> <p>COUN 603: Research papers are reviewed using a rubric that assesses identification of mental health issues/research findings/implications for counseling. Papers are reviewed twice for first and final drafts.</p>	<p>focus on enhancement of curriculum.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>2. <u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and</p>
--	--	--	--	---

				skillset developed throughout their
--	--	--	--	-------------------------------------

				<p>matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.</p> <p>COUN 603: <u>Research papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p>
--	--	--	--	--

<p>5. Candidates will develop the knowledge, skills, and abilities regarding the critical evaluation of research relevant to the practice of school counseling.</p> <p>CACREP: Research and Evaluation</p>	<p>COUN 603 Mental Hygiene for Children and Youth</p> <p>COUN 861: Seminar in School Counseling</p> <p>COUN 702: Introduction to School Counseling</p> <p>COUN 836: Practicum in School</p>	<p>COUN 603: <u>Research Term Paper</u>-Final draft submitted at end of course.</p> <p>COUN 861: <u>Capstone Project</u>-Candidates develop capstone paper/project throughout matriculation in the course.</p> <p>COUN 702: 1. <u>Disposition Paper</u>: Candidates submit final draft at the end of course. 2. <u>Three Exams</u>: Candidates take exam at beginning, middle, and end of course.</p>	<p>COUN 603: Research papers are reviewed using a rubric that assesses identification of mental health issues/research findings/implications for counseling. Papers are reviewed twice for first and final drafts.</p> <p>COUN 861: <u>Capstone Project</u>: Chapters are evaluated and resubmitted with corrections. Final paper and research project are</p>	<p>COUN 603: <u>Research papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p> <p>COUN 861: <u>Capstone Projects</u> are used to support the students' employability, as reflected by their ability to develop programs, engage in research, and use data.</p>
--	---	--	--	--

	<p>Counseling</p> <p>COUN 837: Internship in School Counseling</p>	<p>COUN 836: 1. <u>Formative/Summative Evaluations</u>-Completed during midterm and final.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u>- Completed during midterm and final. 2. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course.</p>	<p>presented at the end of the course.</p> <p>COUN 702: <u>Disposition papers</u> are reviewed using a rubric that assesses students' understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; <u>Three exams</u> are completed throughout the course to assess student learning.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university</p>	<p>COUN 702: <u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; <u>Exam scores</u> are assessed individually to identify difficulties with retaining course material and/or to determine if advisement is recommended. Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837:</p>
--	---	---	--	---

			supervisor, and on-site supervisor at midpoint and	1. <u>Formative/Summative</u>
--	--	--	--	-------------------------------

			<p>final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as students engage in their Internship experience. They receive formative/summative feedback.</p>	<p><u>Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>2. <u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and skillset developed throughout their matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.</p>
--	--	--	---	--

<p>6. Candidates will develop the knowledge, skills, and abilities, regarding how the school counseling program relates to the academic mission of the school.</p> <p>CACREP:</p>	<p>COUN 702: Introduction to School Counseling</p> <p>COUN 836: Practicum in School Counseling</p> <p>COUN 837: Internship in</p>	<p>COUN 702:</p> <ol style="list-style-type: none"> 1. <u>Disposition Paper:</u> Candidates submit final draft at the end of course. 2. <u>Three Exams:</u> Candidates take exam at beginning, middle, and end of course. <p>COUN 836:</p> <ol style="list-style-type: none"> 1. <u>Formative/Summative Evaluations</u>-Completed during midterm and final. 	<p>COUN 702:</p> <p>Disposition papers are reviewed using a rubric that assesses students' understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; Three exams are completed throughout the course to</p>	<p>COUN 702:</p> <p><u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; Exam scores are assessed individually to identify difficulties with retaining course material</p>
---	--	--	---	---

<p>Academic Development</p>	<p>School Counseling</p> <p>COUN 840: Counseling Children & Adolescents</p>	<p>COUN 837: 1. <u>Formative/Summative Evaluations</u>- Completed during midterm and final. 2. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course.</p> <p>COUN 840: Role Play-Candidates develop a role play scenario based on their learning throughout the course.</p>	<p>assess student learning.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills. 2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as</p>	<p>and/or to determine if advisement is recommended. Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p>
-----------------------------	--	--	--	---

			students engage in their Internship experience.	2. <u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and
--	--	--	---	--

			<p>They receive formative/summative feedback.</p> <p>COUN 840: Role Play: Candidates are assessed at a specified date during the semester. Students should demonstrate proficiencies in applying problemsolving skills based on theory.</p>	<p>skillset developed throughout their matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.</p> <p>COUN 840: Role Play evaluations are used to assess students' abilities to apply counseling skills. Evaluations are used to enhance course curriculum in the areas of conceptualization, problem-solving, and treatment planning.</p>
--	--	--	---	--

<p>7. Candidates will develop the knowledge, skills, and abilities regarding student development, wellbeing, and learning; and further identify how these factors are enhanced by family-schoolcommunity collaboration.</p>	<p>COUN 702 Introduction to School Counseling</p> <p>COUN 836 Practicum in School Counseling</p> <p>COUN 837, Internship in School</p>	<p>COUN 702:</p> <ol style="list-style-type: none"> 1. <u>Disposition Paper</u>: Candidates submit final draft at the end of course. 2. <u>Three Exams</u>: Candidates take exam at beginning, middle, and end of course. <p>COUN 836:</p> <ol style="list-style-type: none"> 1. <u>Formative/Summative Evaluations</u>-Completed during midterm and final. 	<p>COUN 702:</p> <p><u>Disposition papers</u> are reviewed using a rubric that assesses students' understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; <u>Three exams</u> are completed throughout the course to assess student learning.</p>	<p>COUN 702:</p> <p><u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; <u>Exam scores</u> are assessed individually to identify difficulties with retaining course material and/or to determine if</p>
---	---	--	--	---

<p>CACREP: Collaboration & Consultation</p>	<p>Counseling COUN 840, Counseling Children & Adolescents</p>	<p>COUN 837: 1. <u>Formative/Summative Evaluations</u>- Completed during midterm and final. 2. <u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course.</p> <p>COUN 840: Role Play-Candidates develop a role play scenario based on their learning throughout the course.</p>	<p>COUN 836: <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>2. <u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as</p>	<p>advisement is recommended. Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p> <p>COUN 836: <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837: 1. <u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>2. <u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and</p>
---	---	--	--	--

			students engage in their Internship experience.	skillset developed throughout their
--	--	--	---	-------------------------------------

			<p>They receive formative/summative feedback.</p> <p>COUN 840: Role Play: Candidates are assessed at a specified date during the semester. Students should demonstrate proficiencies in applying problemsolving skills based on theory.</p>	<p>matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.</p> <p>COUN 840: Role Play evaluations are used to assess students' abilities to apply counseling skills. Evaluations are used to enhance course curriculum in the areas of conceptualization, problem-solving, and treatment planning.</p>
--	--	--	---	--

<p>8. Candidates will develop the knowledge, skills, and abilities regarding strategies of leadership designed to enhance the learning environment of schools.</p> <p>CACREP: Leadership</p>	<p>COUN 702: Introduction to School Counseling</p> <p>COUN 836: Practicum in School Counseling</p> <p>COUN 837: Internship in School Counseling</p>	<p>COUN 702:</p> <ol style="list-style-type: none"> <u>Disposition Paper</u>: Candidates submit final draft at the end of course. <u>Three Exams</u>: Candidates take exam at beginning, middle, and end of course. <p>COUN 836:</p> <ol style="list-style-type: none"> <u>Formative/Summative Evaluations</u>-Completed during midterm and final. <p>COUN 837:</p> <ol style="list-style-type: none"> <u>Formative/Summative</u> 	<p>COUN 702: <u>Disposition papers</u> are reviewed using a rubric that assesses students' understanding of the roles, functions, and professional identity of school counselors. Papers are reviewed twice for first and final drafts; <u>Three exams</u> are completed throughout the course to assess student learning.</p> <p>COUN 836:</p>	<p>COUN 702: <u>Disposition papers</u> are used to assess individual knowledge of student learning. Collectively, results are placed into Taskstream to focus on enhancement of curriculum; <i>Exam scores</i> are assessed individually to identify difficulties with retaining course material and/or to determine if advisement is recommended.</p>
--	--	--	---	---

		<p><u>Evaluations</u>- Completed during midterm and final.</p> <p>2.<u>Portfolio</u>- Candidates assemble portfolio throughout course matriculation. Portfolio is presented at the end of the course.</p>	<p><u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>COUN 837:</p> <p>1.<u>Formative/Summative Evaluations</u> are completed by candidate, university supervisor, and on-site supervisor at midpoint and final to assess professional performance, ethical behaviors, and counseling skills.</p> <p>2.<u>Portfolios</u> are developed throughout the course (i.e. guidance lessons; programs; workshops) as students engage in their Internship experience. They receive formative/summative feedback.</p>	<p>Collectively, results are placed into Taskstream to focus on enhancement of curriculum.</p> <p>COUN 836:</p> <p><u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>COUN 837:</p> <p>1.<u>Formative/Summative Evaluations</u> are used throughout students' field experiences. Students are offered supervision in areas of strengths/weaknesses. Advisement is offered regarding enhancement of skills.</p> <p>2.<u>Portfolios</u> are used as a reflection of students' knowledge, abilities, and</p>
--	--	---	---	---

				skillset developed throughout their
--	--	--	--	-------------------------------------

				matriculation in the program. Students can use the final project as an electronic resume for future employers to view. Review of portfolios help to identify areas of enhancement for course.
--	--	--	--	---

Yearly Timeline of Assessment Plan Review

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *

Year 2: Review expected learning outcomes 1 through 4 against course/experience alignment. Make adjustments as needed.

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.

Year 4: Review expected learning outcomes 5 through 8 against course/experience alignment. Make adjustments as needed.

Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Learning Outcomes to Courses

Expected Learning Outcomes	COUN 502	COUN 633	COUN 603	COUN 702	COUN 840	COUN 861	COUN 836	COUN 837	
1. Candidates will develop knowledge, skills, and abilities regarding the history, philosophy, and trends in school counseling and educational systems 2.	I	I	R	R	R	M	M	M	
2. Candidates will develop knowledge, skills, and abilities regarding theories and processes of effective counseling and wellness programs for individual students and groups of students.	I	I	R	R	R	M	M	M	
3. Candidates will develop knowledge, skills, and abilities regarding the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	I	I	R	R	R	M	M	M	
4. Candidates will develop knowledge, skills, and abilities regarding the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	I	I	R	R	R	M	M	M	

5. Candidates will develop the knowledge, skills, and abilities regarding the critical evaluation of research relevant to the practice of school counseling.	I	I	R	R	R	M	M	M	
6. Candidates will develop the knowledge, skills, and abilities, regarding how the school counseling program relates to the academic mission of the school.	I	I	R	R	R	M	M	M	
7. Candidates will develop the knowledge, skills, and abilities regarding student development, wellbeing, and learning; and further identify how these factors are enhanced by family-schoolcommunity collaboration.	I	I	R	R	R	M	M	M	
8. Candidates will develop the knowledge, skills, and abilities regarding strategies of leadership designed to enhance the learning environment of schools.	I	I	R	R	R	M	M	M	

Key:

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program
Student Learning Assessment Program Template

Assessment of Student Learning Outcomes

Completion of this template is needed from each academic program in order to develop a database of assessment efforts and results at the university. Program assessment plan is for the next 5 years. Be sure to complete one report from each of your academic programs (majors, minors) at each level (undergraduate, graduate).

Name of Program: Secondary Education Graduate

Name of Contact Person: Dr. Akeda Pearson-Stenbar

Instructions: Please complete this chart for each of the program in your area

Program Goal:

1. To provide the classroom teacher with the expertise, knowledge, and skills to become a master teacher

Program Learning Outcomes

- Broad knowledge of school curriculum;
- An in-depth understanding of current issues in secondary education;
- Demonstrate knowledge and skills of principles of teaching and learning related to classroom practices, procedures, and assessment;
- Demonstrate knowledge and skills of classroom management and supervision;
- Demonstrate knowledge and skills related to school community relations;
- Increased comprehension of the foundations of secondary education;

- An interdisciplinary conceptualization of the role of the school and the society it serves, including special needs, multicultural, and global populations;
- Demonstrate knowledge and skills in research techniques and the use of various forms of assessment in the interpretation and evaluation of best practices as they relate to secondary education;
- Technological knowledge and skills related to curriculum design and implementation;
- Ability to interpret the curriculum to students and parents and to involve parents and students in the process of curriculum change;
- Demonstrate knowledge and skills in recognizing the importance of being a reflective practitioner and the value of theory in practice; and
 - Demonstrate knowledge and skills as a mentor teacher to assist others in developing effective teaching strategies.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Knowledge of principles of teaching related to classroom practices, & procedures;	EDUC 501, 513, 531 539 and 706	Rubrics developed by program coordinator and department faculty for each course and applied to students who are SCED students	At the completion of each assignment or at the end of the semester	Data from course, exams, projects, key intervention activities will be collected, analyzed (in part with the support of COE assessment system) and reviewed at least twice during the academic year.	Review and revise comprehensive examination questions, and data; change questions each semester to course/program material. If needed student assignments and rubrics at the start of the fall semester.

<p>2. an interdisciplinary conceptualization of the role of the public school and the society it serves, including special needs, multicultural</p>	<p>EDUC 557, 539 522, 531, 513, 505 and 501.</p>	<p>Rubrics developed by program coordinator and department faculty for each course and applied to</p>	<p>At the completion of each assignment or at the end of the semester.</p>	<p>Data from course, exams, projects, key intervention activities will be collected, analyzed (in part with the support of COE assessment system) and reviewed at least twice</p>	<p>Review data and assignments for students and check all rubrics annually for any revised assessment at the start of the fall semester.</p>
---	--	---	--	---	--

<p>and global populations</p>		<p>students who are SCED students</p>		<p>during the academic year.</p>	
<p>3. Skills in research techniques and the various forms of assessment in the interpretation and evaluation of best practices as they relate to secondary education.</p>	<p>EDUC 706, 840</p>	<p>Rubrics developed by program coordinator and department faculty for each course and applied to students who are SCED students</p>	<p>EDUC 840 is evaluated at the end of the semester/seminar paper or Master's Thesis.</p>	<p>Data from course, exams, projects, key intervention activities will be collected, analyzed (in part with the support of COE assessment system) and reviewed at least twice during the academic year.</p>	<p>Coordinators and faculty to review student assignments and data outcomes of rubrics for revisions at the start of the fall semester.</p>

4. Technological knowledge and skills related to curriculum design and implementation;	EDUC 501, 531,539, 840	Rubrics developed by program coordinator and department faculty for each course and applied to students who are SCED students	At the completion of each assignment or at the end of the semester.	Data from course, exams, projects, key intervention activities will be collected, analyzed (in part with the support of COE assessment system) and reviewed at least twice during the academic year.	EDUC 840 Research proposal should be included in the rubric for evaluation along with the seminar paper or master's thesis.
5. Students will demonstrate the ability to complete a literature review, including summary and analysis of existing research as well as application of research findings to field and society.	EDUC 510, 706, and 840	Rubric developed by the instructor for each course and applied to student work in all courses.	End of each semester	Data from course, exams, projects, key intervention activities will be collected, analyzed (in part with the support of COE assessment system) and reviewed at least twice during the academic year.	Annual review of changes in rubrics, questions, and assessment data outcomes.

<p>6. Students will demonstrate the ability to give an oral presentation on differentiated instruction lasting a minimum of fifteen minutes. Knowledge and verbal skills related to curriculum design and implementation.</p>	<p>EDUC 501, 531, 539, 513</p>	<p>Rubric developed by the instructor for each course and applied to student work. The rubric for this oral presentation is also used for the other oral presentation.</p>	<p>End of the assignment or at the end of the semester</p>	<p>Data from course, exams, projects, key intervention activities will be collected, analyzed (in part with the support of COE assessment system) and reviewed at least twice during the academic year.</p>	<p>Review results from the oral presentation indicate that possible revisions are needed in the rubric.</p>
---	--------------------------------	--	--	---	---

*You may include benchmarks here if you use them in your program

Yearly Timeline of Assessment Plan Review

- Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *
- Year 2: Review expected learning outcomes 1,2 and 3 against course/experience alignment. Make adjustments as needed.
- Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed.
- Year 4: Review expected learning outcomes 4, 5, and 6 against course/experience alignment. Make adjustments as needed.
- Year 5: Conduct a review of the identified expected learning outcomes against program goals. Make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	EDUC 501	EDUC 505	EDUC 510	EDUC 513	EDUC 522	EDUC 531	EDUC 539	EDUC 557	EDUC 706	EDUC 840
1. Knowledge of principles of teaching related to classroom practices, & procedures;	I			R		R	R		M	
2. An interdisciplinary conceptualization of the role of the public school and the society it serves, including special needs, multicultural and global populations	I	I		R	R	R	R	M		
3. Skills in research techniques and the various forms of assessment in the interpretation and evaluation of best practices as they relate to secondary education.									R	M
4. Technological knowledge and skills related to curriculum design and implementation;	I					R	R			M
5. Students will demonstrate the ability to complete a literature review, including summary and analysis of existing research as well as application of research findings to field and society.			I						R	M

<p>6. Students will demonstrate the ability to give an oral presentation on differentiated instruction lasting a minimum of fifteen minutes. Knowledge and verbal skills related to curriculum design and implementation.</p>	<p>I</p>			<p>R</p>		<p>R</p>	<p>M</p>			
---	----------	--	--	----------	--	----------	----------	--	--	--

Key:

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcome at the Senior Level

Academic Program

Student Learning Assessment Program Template

Assessment of Student Learning Outcomes Name of Program: Master's Special Education
Name of Contact Person: Dr. Waseem Mazher **Instructions: Please complete this chart for each of the program in your area**

Program Goals

1. Develop and understand learner traits, developmental timelines, learner interests, cultural diversity and its implications for special education.
2. Understand the use of assessment, instructional modifications, and data-driven decision-making.
3. Understand the use of managing student behaviors within the context of cultural diversity.
4. Understand using technology and evidence-based practices to accommodate learner differences.

Program Learning Outcomes

- Demonstrate knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual differences; and the effects of the child's milieu.
- Demonstrate knowledge of formal assessment instruments used for identification of disability and of informal assessment, diagnosis and evaluation procedures (academic, cognitive, communicative, social, emotional and physical) used for IEP development and ongoing instructional revision.
- Demonstrate the use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making.
- Demonstrate knowledge and related to managing student behavior and the support of intercultural and social interaction skill development.
- Demonstrate the knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
<p>1. Students will demonstrate knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual differences; and the effects on the child from his/her milieu.</p>	<p>SPED 511: Special Education Perspectives. SPED 520: Instructional Methods and Curriculum Planning. SPED 602: Math, Science and Social Studies Curriculum. SPED 626: Language and Reading Development.</p>	<p>Rubric selected by CEC Director and Program Coordinator and applied to all Master's SPED majors applying for teacher certification program.</p>	<p>Once a semester</p>	<p>Assess the knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual differences; and the effects on the child from his/her milieu in courses listed each semester</p>	<p>Review the results of each course aligned with the expected learning outcome. Make adjustments as needed and review again after two semesters.</p>
<p>2. Students will demonstrate knowledge of formal assessment instruments used for identification of disability and of informal assessment, diagnosis and evaluation procedures (academic, cognitive, communicative, social, emotional and physical) used for IEP</p>	<p>SPED 629: Interdisciplinary Team: Assessment, Communication and Intervention. SPED 602: Math, Science and Social Studies Curriculum. SPED 626: Language and Reading Development.</p>	<p>Rubric selected by CEC Director and Program Coordinator and applied to all Master's SPED majors applying for teacher certification program.</p>	<p>Once a semester</p>	<p>Assess the demonstrate knowledge of formal assessment instruments used for identification of disability and of informal assessment, diagnosis and evaluation procedures (academic, cognitive, communicative, social, emotional and</p>	<p>Review the results of each course aligned with the expected learning outcome. Make adjustments as needed and review again after two semesters.</p>

<p>development and ongoing instructional revision. The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decisionmaking.</p>	<p>SPED 615: Practicum I in Special Education</p>			<p>physical) used for IEP in courses listed each semester.</p>	
<p>3. Students will demonstrate knowledge and skills related to managing student behavior and the support of intercultural and social interaction skill development.</p>	<p>SPED 522: Behavioral Intervention and Classroom Management. SPED 629: Interdisciplinary Team: Assessment, Communication and Intervention. SPED 715: Practicum II in Special Education.</p>	<p>Rubric selected by CEC Director and Program Coordinator and applied to all Master's SPED majors applying for teacher certification program.</p>	<p>Once a semester</p>	<p>Assess the knowledge and skills related to managing student behavior and the support of intercultural and social interaction skill development in courses listed each semester.</p>	<p>Review the results of each course aligned with the expected learning outcome. Make adjustments as needed and review again after two semesters.</p>

<p>4. Students will demonstrate knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs.</p>	<p>SPED 545: Computers and Technology in Special Education. SPED 615: Practicum I in Special Education. SPED 715: Practicum II in Special Education</p>	<p>Rubric selected by CEC Director and Program Coordinator and applied to all Master's SPED majors applying for teacher certification program.</p>	<p>Once a semester</p>	<p>Assess the knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning</p>	<p>Review the results of each course aligned with the expected learning outcome. Make adjustments as needed and review again after two semesters.</p>
				<p>needs in courses listed each semester..</p>	

*You may include benchmarks here as you use them in your program. Add as many rows as you need to include the most significant expected outcomes for your program.

Yearly Timeline of the Assessment Plan

- Year 1: Conduct review of expected learning outcomes assessment results (2018 Fall to 2019 Fall) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *
- Year 2: Review expected learning outcomes 1 and 2 against course/experience alignment, make adjustments as needed.
- Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives through indirect and direct assessment to ensure continuing alignment, make adjustments to alignment as needed.
- Year 4: Review expected learning outcomes 3 and 4 against course/experience alignment, make adjustments as needed.
- Year 5: Conduct a review of the identified expected learning outcomes against program goals, make adjustments as needed.

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	1. Students will demonstrate knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual differences; and the effects on the child from his/her milieu.	2. Students will demonstrate knowledge of formal assessment instruments used for identification of disability and of informal assessment, diagnosis and evaluation procedures (academic, cognitive, communicative, social, emotional and physical) used for IEP development and ongoing instructional revision. The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making.	3. Students will demonstrate knowledge and skills related to managing student behavior and the support of intercultural and social interaction skill development.	4. Students will demonstrate knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs.
Courses				
SPED 511	I			
SPED 520	R			
SPED 522			I	
SPED 545				I
SPED 602	R			
SPED 615		I		R
SPED 626	M	R		
SPED 629		M	R	
SPED 715			M	M

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program
Student Learning Assessment 5-Year Plan

Name of Program: Master of Arts in Teaching Program

Name of Contact Person: Dr. Constance E. Brooks, Program Coordinator

Instructions: Please complete this chart for each of the program in your area

Program Goals:

1. A foundation on cognitive psychology to understand how people learn.
2. Developmental psychology (early childhood to adolescence) to understand when students are ready to learn at various stages of mental and physical growth and maturity.
3. Understand the application and research on effective pedagogy to improve their teaching and raise the or level of quality and effectiveness.
4. Knowledge of contemporary issues in education to assist in making ethical decisions in the school setting.
5. Understand curriculum development that related to standards and technology that impact on society.
6. Apply action research skills to enhance methodology skills.

Program Learning Outcomes

- Evaluate the cognitive, emotional, and philosophical developments of children and youth
- Demonstrate a mastery of the knowledge of theory and practice necessary to apply CAEP and Maryland's Essential Dimensions of Teaching to student learning
- Demonstrate skills related to effective lesson planning and classroom management
- Create appropriate learning environments
- Demonstrate effective teaching methods, pedagogy and best practices that address learning styles of a diverse population
- Demonstrate alternative approaches for changing behavior and increasing achievement of students
- Demonstrate appropriate techniques for integrating assessment, instruction technology, curriculum and research.
- Conduct research and annotate research studies related to community, schools, classrooms, teachers, youth and parents.
- Demonstrate proficiency in a certifiable subject area

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
Demonstrate during university classroom activities and assessments related to learning theories, the candidate observes, assesses, and makes recommendations for positive growth and development of a student in P-12 schools.	EDUC 501 EDUC 510	Behavioral Change Project rubric Book Review rubric	Once per semester course is offered	Average rubric Score of 3/4	Results will be used to determine the teacher candidates' ability to translate content into practice. Results will be reviewed by Education Faculty and Education Council at least annually.

<p>Demonstrate content and pedagogical knowledge and skills; lesson planning, classroom management, learning styles and environment of diverse populations, behavioral change management, and effective communication skills as indicated by standards of national and state accreditation standards.</p>	<p>EDUC 705/807 EDUC 707/808 EDUC 708/809</p>	<p>Teacher Education Interview rubric</p> <p>Pedagogical Knowledge</p> <p>Dispositions rubric</p> <p>E-Portfolio rubric E-Bulletin Board E-Learning Center</p> <p>Unit Assessments (Pre and Post) rubric</p>	<p>Once per semester</p>	<p>Acceptance into the program</p> <p>Average rubric Score of 3/4</p>	<p>Results will be used to determine the teacher candidates' ability of knowledge of theory and practice necessary to apply national and Maryland's Essential Dimensions of Teaching to impact student learning</p> <p>Results will be reviewed by Education Faculty and Education Council at least annually.</p>
---	---	--	--------------------------	---	---

		<p>Classroom Observations rubric</p> <p>Mentor Evaluations</p> <p>Summative Evaluations rubric</p>			
--	--	--	--	--	--

<p>Demonstrate knowledge of the legal and ethical responsibilities for assessment of students.</p>	<p>EDUC 543 EDUC 510</p>	<p>Five Article Analysis, Five performance-based projects, Three statistical labs, Online discussion boards, long term assessment plan and unit plan rubrics/guides.</p>	<p>Once per semester course is offered</p>	<p>Average rubric Score of 3/4</p>	<p>Results will be used to determine the teacher candidates' ability to demonstrate knowledge of the legal and ethical responsibilities for assessment of students.</p> <p>Results will be reviewed by Education Faculty and Education Council at least annually.</p>
<p>Demonstrate knowledge and skills for crafting, implementing, and integrating assessments and what learning is to be assessed</p>	<p>EDUC 543 EDUC 510</p>	<p>Five Article Analysis, Five performance-based projects, Three statistical labs, Online discussion boards, long term assessment plan and unit plan rubrics/guides.</p>	<p>Once per semester course is offered</p>	<p>Average rubric Score of 3/4</p>	<p>Results will be used to determine the teacher candidates' ability to demonstrate knowledge and skills for crafting, implementing, and integrating assessments and what learning is to be assessed.</p> <p>Results will be reviewed by Education Faculty and Education Council at least annually.</p>

--	--	--	--	--	--

<p>Demonstrate knowledge and skills for integrating state-of-art technology via the curriculum to address the needs of the digital learner.</p>	<p>EDUC 543 EDUC 510</p>	<p>Web-based lessons and Multi-media website Rubric and guides.</p>	<p>Once per semester course is offered</p>	<p>Average rubric Score of 3/4</p>	<p>Results will be used to determine the teacher candidates' ability to demonstrate knowledge and skills for integrating state-of-art technology via the curriculum to address the needs of the digital learner.</p> <p>Results will be reviewed by Education Faculty and Education Council at least annually.</p>
<p>Demonstrate knowledge and skills for conducting research.</p>	<p>EDUC 601 EDUC 706 EDUC 704</p>	<p>IRB Approved Proposal forms using rubrics/guide, Thesis or Seminar Paper guidelines for each assessment rubric or scoring guide.</p>	<p>Once per semester course is offered</p>	<p>Average rubric Score of 3/4</p>	<p>Results will be used to determine the teacher candidates' ability to demonstrate knowledge and skills for conducting research.</p> <p>Results will be reviewed by Education Faculty and Education Council at least annually.</p>
<p>Demonstrate meeting the required state level passing score of the Praxis II examination in the content area and pedagogy and gain eligible for</p>	<p>EDUC 705* EDUC 707* EDUC 708* EDUC 709* EDUC 711* EDUC 712* or EDUC 713*</p>	<p>Praxis II Examination (Proprietary National Exam)</p> <p>4 Lesson Plan Observations</p>	<p>Once a semester and prior to internship</p> <p>*Phase I – 16-weeks **Phase II – 16-weeks</p>	<p>Passing National Examinations in the content area and pedagogy.</p> <p>Average rubric Score of 3/4</p>	<p>Results will be used to determine the teacher candidates' ability to translate content into practice.</p> <p>Results will be reviewed by Education Faculty and</p>

	EDUC 807**				
certification by MSDE in the content area	EDUC 808** EDUC 809**	Summative Evaluation Mentor Evaluation E-Portfolio Evaluation			Education Council at least annually.

*You may include benchmarks here is you use them in your program

Add as many rows as you need to include the mist significant expected outcomes for your program.

Annual Assessment Plan Review for Master of Arts Programs

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually

Year 1: Conduct review of expected learning outcomes assessment results (data) to identify a need for course or assessment improvement. Make adjustments to assessments as needed. *

a) Courses/Major Assessment

-EDUC 501 Learning and Teaching/Behavioral Change Project & others as needed (MAT Program Coordinator and Faculty)

-EDUC 510 Educational Assessments and Evaluation/Book Review Analysis & others as needed (MAT Program Coordinator and Faculty)

-EDUC 532 Classroom Practices and Procedures/None (MAT Program Coordinator and Faculty)

-EDUC 543 Curriculum and Technology/Web Based Lesson Presentation (MAT Program Coordinator, Faculty, and Field Supervisors)

-EDUC 544 Principles and Techniques of Reading (Reading Program Coordinator)

-EDUC 545 Reading in the Content Area (new course for reading to address the State requirements) (Reading Program Coordinator)

-EDUC ___ Reading in the Content Area II (Recommendation for New course) (Reading Education Program Coordinator)

-SPED 511 Perspectives of Special Education (Special Education Program Coordinator)

-EDUC 601 Research Methods & Skills/Research Proposal Components (MAT Program Coordinator and Faculty)

-EDUC 704 Perspectives and Methods in Teaching/Final Proposal and change Seminar Paper to a Thesis (MAT Program Coordinator and Faculty)

b) Review the admissions processes & transcript analysis processes and procedures

c) Review the Internship Interview processes & procedures

All Internship I Courses Below

Course Assessments for Review and/or Replacement Fall 2019 (EDUC 705, 707, 708, 709, 711, 712, 713) (Program Coordinator and Faculty)

1) E-Bulletin Board (review or replace)

2) E-Learning Center (review or replace)

3) Pre-Assessment (remove & replace with a new assessment)

- 4) Post Assessment (remove & replace with a new assessment)
 - 5) Add the Summative Assessment to Taskstream
- EDUC 705 Perspectives & Methods I in Elementary Education
 - EDUC 707 Perspectives & Methods I in Secondary Education
 - EDUC 708 Perspectives & Methods I in Early Childhood/Special Education
 - EDUC 709 Supervised Internship I: Perspectives and Methods in Social Studies
 - EDUC 711 Supervised Internship I: Perspectives and Methods in Science
 - EDUC 712 Supervised Internship I: Perspectives and Methods in Mathematics
 - EDUC 713 Supervised Internship I: Perspectives and Methods in English Language Arts

Course Assessment for Review & Enhancement for Diversity and to Meet the Needs of 2019-2020 classrooms of the 21st Century (MAT Program Coordinator and Faculty)

- 1) Pre-Assessment
 - 2) Post Assessment
- EDUC 807 Supervised Internship II: Seminar in Elementary Education
 - EDUC 808 Supervised Internship II: Seminar in Secondary Education
 - EDUC 809 Supervised Internship II: Seminar in Early Childhood/Special Education

Year 2: Conduct a review of all the expected learning outcomes and assessments Fall 2018 through Spring 2019 against course/experience alignment. Make adjustments as needed).

Review all Courses (learning outcomes and assessments against course/experience alignment outlined in Program goals and Program plan of study) Spring 2019

Year 3: Conduct a review of all the expected learning outcomes against course goals and objectives indirect and direct assessment to ensure continual alignment. Make adjustments to alignment as needed. *

Review and/or Revise all Courses (learning outcomes and assessments against course goals and objectives) Fall 2018 to Spring 2019. Design and implement new courses as needed.

Year 4: Conduct a review of all the expected learning outcomes and assessments Fall 2019 through Spring 2020 against course/experience alignment. Make adjustments as needed.

Review all Courses (learning outcomes and assessments against course/experience alignment outlined in the Program goals and Program plan of study) Spring 2020

Year 5: Conduct a review of the identified expected learning outcomes against program goals and outcomes. Make adjustments as needed.

Review expected course learning outcomes against program goals, program of study, course goals, objectives and student experiences against course alignments Design and implement new courses as needed.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	EDUC 501	EDUC 510	EDUC 543	EDUC 601	EDUC 704	EDUC 705	EDUC 706	EDUC 707	EDUC 708	EDUC 711	EDUC 712	EDUC 713	EDUC 807	EDUC 808	EDUC 809
Demonstrate during university classroom activities and assessments related to learning theories, the candidate observes, assesses, and makes recommendations for positive growth and development of a student in P-12 schools.	I	R				R		R	R	R	R	R	M	M	M

Demonstrate content and pedagogical knowledge and skills; lesson planning, classroom management, learning styles and environment of diverse populations, behavioral change management, and effective communication skills as indicated by standards of national and state accreditation standards.		I	R			R		R	R	R	R	R	M	M	M
Demonstrate knowledge of the legal and ethical responsibilities for assessment of students.		I	R			R		R	R	R	R	R	M	M	M
Demonstrate knowledge and skills for crafting, implementing, and integrating assessments and what learning is to be assessed		I	R			R		R	R	R	R	R	M	M	M
Demonstrate knowledge and skills for integrating state-of-art technology via the curriculum to address the needs of the digital learner.			I/R			R		R	R	R	R	R	M	M	M

Demonstrate knowledge and skills for conducting research.				I	R			I/R						M	M	M
Demonstrate meeting the required state level passing score of the Praxis II examination in the content area and pedagogy and gain eligible for certification by MSDE in the content area			I			R		R	R	R	R	R	R	M	M	M

Key**I** = Introduction of Learning Outcome**R** = Reinforcement of Learning Outcome**M** = Mastery of Learning Outcomes at Senior Level