Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

MA – Gifted & Talented Education

curriculum revision
- Due to the emphasis of knowledge and skill focused on learners with disabilities delivered in the course, SPE 501 – Assessment of Exceptional Children, was removed as required course.
- To increase knowledge and skills of teaching, faculty have added a minimum of 15 practica hours to each course.
- Faculty successfully composed a Substantial Change proposal to move program delivery to primarily online in order to more effectively address candidate knowledge and skill. Programming was primarily presented as a Weekend College face to face format to consider candidate travel issues. Weekend College delivery is now compacted and paired with online delivery in a hybrid format.

new courses
- With the loss of assessment credits in this major, BER 500 – Research in Education, was added as a required course in the Gifted Education program as an improvement to the traditional masters promoting a stronger research ability to understand professional literature.

faculty development
- For the past three years, Dr. Newman has engaged the National Center for Faculty Development & Diversity to bolster teaching, research, grant writing, and service outcomes.
- Dr. Newman participated in the AERA pre-conference on “How to Write and Publish Research Articles.”
- Dr. Newman participated in the International Association of Research in Service-Learning and Community Engagement Pre-Conferences on “How to Write and Publish Research Articles on Service-Learning.”
- Dr. Besnoy has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

MA - Early Childhood Special Education

curriculum revision
- Positioned deficiency of SPE 477 – Differentiated Instruction, as measure to provide dual certification for Masters candidates.
- Faculty are composing a Substantial Change proposal to move program delivery to primarily online in order to more effectively address candidate knowledge and skill.

new courses

faculty development
- Dr. McDaniel has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

MA – Collaborative Teacher Preparation

curriculum revision
- Drs. Mutua, McDaniel, and Swoszowski are currently drafting an implementation plan forwarded from Drs. Ellis and Siders to convert this Masters program into a more contemporary format. This initiative focuses on Response To Intervention progressively tiered support roles for special educators. In addition, a greater emphasis on behavior and classroom management knowledge and skill is begin integrated into offerings to more accurately reflect the roles of special education professionals as support personnel to classroom teachers. Current content and pedagogy presents intervention based upon resource room and self-contained pull out teaching models.

new courses – in proposal stage and in replacement of current courses

faculty development – NA
MA – Multiple Abilities Program

curriculum revision

- Drs. Donovan, Gregg, and Śwoszowski Faculty successfully composed a Substantial Change proposal to move program delivery to totally online in reference to a recommendation from the International Reading Association. A self-study of the undergraduate preparation within this model was impressive to the extent the on site team recommended provision of a Masters degree specifically related to the MAP model for initial certification. Core courses in the MAP model provide the foundation of the program to be complimented by existing courses within the Collaborative masters curriculum. Targeting graduates of the undergraduate program mandated an online delivery of credit to best address geographic limitations. New courses – in proposal stage and in replacement of current courses

faculty development

- Dr. Śwoszowski has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

Mission / Purpose

It is the mission of the Special Education and Multiple Abilities Program department to facilitate ideas and professional knowledge necessary to maximize learning opportunities for prospective practitioners and ultimately for children experiencing cognitive, social, behavioral, physical and/or multiple disabilities as well as children that develop typically.

The focus of the department mission is improving the intellectual and social condition of children, especially those with disabilities that are birth - 21 years of age. The purpose of the department is to improve the quality of life for all students by preparing [teachers] perspective educators to deliver quality services to children in the State and beyond. This purpose is also demonstrated in research and service to the community and professional organizations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

(Discipline Knowledge) Articulate a philosophy statement elevating the status of special educators within inclusive and continuum of service models of public education

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 1: Establishes special educator

Establishes special educator as a respected peer in an effective tiered school model.

Source of Evidence: Academic direct measure of learning - other

Target:
Three students completed the Teacher Work Sample process in order to show evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

Finding (2013-2014) - Target: Met
Three students completed the collaborative planning and implementation process of the Teacher Work Sample in order to show evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

M 2: Statement of role and purpose

Statement of role and purpose within school-wide, class-wide, and individual management structures existing within school site of employment or field placement.

Source of Evidence: Academic direct measure of learning - other

Target:
Three students completed the Teacher Work Sample process in order to show evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

Finding (2013-2014) - Target: Met
Three students completed the contextual factors and behavior management planning process of the Teacher Work Sample in order to show evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

SLO 2: Skills/Abilities

(Skills/Abilities) Write Learning Goals appropriate to a case study student within school site of employment or field placement.

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 3: Lead an IEP staffing

Lead an IEP staffing and/or compose an Individualized Education Program.

Source of Evidence: Academic direct measure of learning - other

Target:
There were three students that completed the IEP development process.
M 4: Composition of Instructional lesson
Composition of instructional lesson with delivery at school site of employment or field placement
Source of Evidence: Academic direct measure of learning - other

Target:
Three students completed the Teacher Work Sample process in order to show evidence of their ability to demonstrate the skills and articulate the knowledge associated with lesson design and delivery.

Finding (2013-2014) - Target: Met
Three students completed the assessment battery within the Teacher Work Sample process in order to show evidence of their ability to demonstrate the skills and articulate the knowledge associated with data driven lesson design and delivery.

SLO 3: Write curriculum based Assessment Plan
(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Write curriculum based Assessment Plan appropriate to a case study student within school site of employment or field placement.

Connected Document Special ed MA Curriculum Maps

Related Measures

M 5: Compose the Assessment Plan component of the IEP
Compose the Assessment Plan component of the IEP
Source of Evidence: Academic direct measure of learning - other

Target:
There were four students that completed the assessment plan component of IEP development.

Finding (2013-2014) - Target: Met
There were three students that completed the assessment plan component of IEP development.

M 6: Compose and administer an assessment
Compose and administer an assessment of instructional units at school site of employment or field placement
Source of Evidence: Academic indirect indicator of learning - other

Target:
There were four students that completed the assessment battery.

Finding (2013-2014) - Target: Met
Three students completed the assessment battery.

SLO 4: Write an Instructional Plan
Write an Instructional Plan appropriate to a case study student within school site of employment or field placement

Connected Document Special ed MA Curriculum Maps

Related Measures

M 7: Compose an instructional intervention system
Compose an instructional intervention system to include measures of progress to report to parents at specified time frames during the year.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Three students completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

Finding (2013-2014) - Target: Met
Three students completed the communication requirements of the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

Finding (2013-2014) - Target: Met
Three students completed the communication requirements of the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

M 8: Compose and teach sequential lessons
Compose and teach sequential lessons based upon the Alabama Course of Study standards at school site of employment or placement.

Source of Evidence: Academic direct measure of learning - other

Target:
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession. This process included the composition and delivery of sequential lessons that were included in an integrated unit.

Finding (2013-2014) - Target: Met
There were three students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession. This process included the composition and delivery of sequential lessons that were included in an integrated unit.

SLO 5: Articulate a Reflection
Design a personalized Professional Improvement Plan which incorporates a case study of a student(s) within the school.
site of employment or field placement. Articulate detailed self reflections based on the case study in the Professional Improvement Plan implementation process.

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 9: conduct a self-assessment of instructional effectiveness
Conduct a self-assessment of instructional effectiveness leading to improvement planning
Source of Evidence: Academic direct measure of learning - other

**Target:**
There were four students that completed the Teacher Work Sample (TWS) process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession. The evidence was manifested in the TWS reflective summaries.

**Finding (2013-2014) - Target: Met**
There were three students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

M 10: Compose and project instructional effectiveness
Compose and project instructional effectiveness and practices to continue professional growth based upon experiences in school site of employment or field placement site.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

**Finding (2013-2014) - Target: Met**
There were three students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

**Finding (2013-2014) - Target: Met**
There were three students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcM 6: Recognized quality
The program will improve and sustain a high level of recognized quality

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 11: Students' accomplishments
Students' accomplishments will be systemically disseminated to stakeholders.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
A digital sign and a display case which contains information that is reflective of student accomplishments has been installed. Digital newsletter creation and dissemination plans are being designed.

**Finding (2013-2014) - Target: Partially Met**
A digital sign and a display case which contains information that is reflective of student accomplishments has been installed. Digital newsletter creation and dissemination plans have been explored.

M 12: Faculty and staff accomplishments
Faculty and staff accomplishments will be systemically disseminated to stakeholders.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
A digital sign and a display case which contains information that is reflective of faculty accomplishments has been installed. Digital newsletter creation and dissemination plans are being designed.

**Finding (2013-2014) - Target: Partially Met**
A digital sign and a display case which contains information that is reflective of faculty accomplishments has been installed. Digital newsletter creation and dissemination has been explored.

OthOtcM 7: Optimal Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 13: Annual program enrollments will equal 10 students in a cohort
Annual program enrollments will equal 10 students in a cohort
Source of Evidence: Academic indirect indicator of learning - other
Target:
Recruitment options have been selected and a plan is being implemented to address cohort enrollments that are under 10.

Finding (2013-2014) - Target: Partially Met
Recruitment options have been selected and a plan is being implemented to address cohort enrollments that are under 10.

M 14: Annual degree completion will equal 10 students
Annual degree completion will equal 10 students
Source of Evidence: Academic indirect indicator of learning - other
Target:
A total of 24 students completed the MA degree in the academic year 2012-13.

OthOtcm 8: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 15: Program graduates and other key constituents
Program graduates and other key constituents will participate in a data gathering process that will poll perceived program value
Source of Evidence: Academic indirect indicator of learning - other
Target:
Program graduates and key constituents completed a survey, exit interview, or individual interview that assessed program values.

M 16: At least 15% of program graduates will participate in an interview
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Each alternative masters program completer participated in an exit interview that included an assessment of program value.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Recruitment
Emphasis will be placed on increasing program enrollment. The department will be represented at on campus and off campus student recruitment events. Printed, web-based, and social media public relations materials will disseminated to potential students. Personal contact will be made with those whom inquire about specific programs.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Implementation Description: Ongoing implementation will increase the number and enhance the academic profile of students within the program.
Responsible Person/Group: Sandra Nichols, Continuing Studies, Rebecca Ballard
Additional Resources: access to media outlets
Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Articulate a philosophy statement elevating the status of special educator within Inclusive models of public education

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 1: Establishes special educator
Establishes special educator as a respected peer in an effective Tiered school model.
Source of Evidence: Academic direct measure of learning - other
Target: There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

M 2: Statement of role and purpose
Statement of role and purpose within school-wide, class-wide, and individual management structures existing within school site of employment.
Source of Evidence: Academic direct measure of learning - other
Target: There were four students that completed the Teacher Work Sample process that showed evidence of their ability to articulate the role and purpose of a special education teacher.

SLO 2: Skills/Abilities
(Skills/Abilities) Write Learning Goals appropriate to a case study student within school site of employment

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 3: Lead an IEP staffing
Lead an IEP staffing and/or compose an Individualized Education Program.
Source of Evidence: Academic direct measure of learning - other
Target: There were four students that completed the IEP development process.

M 4: Composition of Instructional lesson
Composition of Instructional lesson with delivery to school site of employment
Source of Evidence: Academic direct measure of learning - other
Target: There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated lesson design and delivery.

SLO 3: Write curriculum based Assessment Plan
(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Write curriculum based Assessment Plan appropriate to a case study student within school site of employment.

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 5: Compose the Assessment Plan component of the IEP
Compose the Assessment Plan component of the IEP
Source of Evidence: Academic direct measure of learning - other
Target: There were four students that completed the assessment plan component of IEP development.

M 6: Compose and administer an assessment
Compose and administer an assessment of instructional units at school site of employment
Source of Evidence: Academic indirect indicator of learning - other
Target: There were four students that completed the assessment battery.

SLO 4: Write an Instructional Plan
Write an Instructional Plan appropriate to a case study student within school site of employment or placement
Write an Instructional Plan appropriate to a case study student within school site of employment or placement.

**Related Measures**

**M 7: Compose an instructional intervention system**  
Compose an instructional intervention system to include measures of progress to report to parents at specified time frames during the year.  
**Source of Evidence:** Academic indirect indicator of learning - other  
**Target:**  
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

**M 8: Compose and teach sequential lessons**  
Compose and teach sequential lessons based upon the Alabama Course of Study standards at school site of employment or placement.  
**Source of Evidence:** Academic direct measure of learning - other  
**Target:**  
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession. This process included the composition and delivery of sequential lessons that were included in an integrated unit.

**SLO 5: Articulate a Reflection**  
Articulate a Reflection of effect and Professional Improvement Plan appropriate to a case study student within school site of employment.

**Related Measures**

**M 9: conduct a self-assessment of instructional effectiveness**  
conduct a self-assessment of instructional effectiveness leading to improvement plans.  
**Source of Evidence:** Academic direct measure of learning - other  
**Target:**  
There were four students that completed the Teacher Work Sample [TWS] process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession. The evidence was manifested in the TWS reflective summaries.

**M 10: Compose and project instructional effectiveness**  
Compose and project instructional effectiveness and practices to continue professional growth based upon experiences in school site of employment.  
**Source of Evidence:** Academic indirect indicator of learning - other  
**Target:**  
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 6: Recognized quality**  
The program will improve and sustain a high level of recognized quality

**Related Measures**

**M 11: Students’ accomplishments**  
Students’ accomplishments will be systemically disseminated to stakeholders.  
**Source of Evidence:** Academic indirect indicator of learning - other  
**Target:**  
A digital sign that contains information that is reflective of student accomplishments has been installed. Newsletter templates are being reviewed for creation and dissemination purposes.

**M 12: Faculty and staff accomplishments**  
Faculty and staff accomplishments will be systemically disseminated to stakeholders.  
**Source of Evidence:** Academic indirect indicator of learning - other  
**Target:**  
A digital sign that contains information that is reflective of faculty accomplishments has been installed. Newsletter templates are being reviewed for creation and dissemination purposes.

**OthOtm 7: Optimal level**  
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Connected Document**

Special ed MA Curriculum Maps
Special ed MA Curriculum Maps

Related Measures

M 13: **Annual program enrollments will equal 10 students in a cohort**
Annual program enrollments will equal 10 students in a cohort
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
Recruitment options are being explored and a plan is being developed to address cohort enrollments that are under 10.

M 14: **Annual degree completion will equal 10 students**
Annual degree completion will equal 10 students
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
A total of 21 students completed the MA degree in the academic year 2011-12.

OthOtcm 8: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 15: **Program graduates and other key constituents**
Program graduates and other key constituents will participate in an annual survey that will poll perceived program value
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
Program graduates and key constituents completed a survey that assessed program values. The survey was administered by Eduventures.

M 16: **At least 15% of program graduates will participate in an interview**
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value.
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
Each alternative masters program completer participated in an exit interview that included an assessment of program value. Program graduates were also randomly interviewed to determine perception of program value. Eduventures conducted the interviews.

Detailed Assessment Report
**2012-2013 Special Education M.A., Gadsden**
As of: 8/20/2014 03:39 PM CENTRAL

Goals

G 1: **Program Inactive**
We are currently attempting to boast enrollment in both Tuscaloosa and Gadsden. However, without a designated individual that is responsible for actively recruiting and working with the students in Gadsden the growth has been stunted. The department proposes hiring a clinical professor to assist with this effort. The possibilities for growth in the program and department is substantial [documented by Eduventures report, local school district administrators, and the researchers in the field of special education]. In order to capitalize on these opportunities appropriate resources are needed.
Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Articulate a philosophy statement elevating the status of special educator within Inclusive models of public education

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Related Measures

M 1: Establishes special educator
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Source of Evidence: Academic direct measure of learning - other
Target:
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

M 2: Statement of role and purpose
Statement of role and purpose within school-wide, class-wide, and individual management structures existing within school site of employment.
Source of Evidence: Academic direct measure of learning - other
Target:
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to articulate the role and purpose of a special education teacher.

SLO 2: Skills/Abilities
(Skills/Abilities) Write Learning Goals appropriate to a case study student within school site of employment

Connected Document
Special ed MA Curriculum Maps

Related Measures

M 3: Lead an IEP staffing
Lead an IEP staffing and/or compose an Individualized Education Program.
Source of Evidence: Academic direct measure of learning - other
Target:
There were four students that completed the IEP development process.

M 4: Composition of Instructional lesson
Composition of Instructional lesson with delivery to school site of employment
Source of Evidence: Academic direct measure of learning - other
Target:
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated lesson design and delivery.

SLO 3: Write curriculum based Assessment Plan
(An Improvement Outcome Derived From their 2010-11 Assessment Findings) Write curriculum based Assessment Plan appropriate to a case study student within school site of employment.

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Related Measures

M 5: Compose the Assessment Plan component of the IEP
Compose the Assessment Plan component of the IEP
Source of Evidence: Academic direct measure of learning - other
Target:
There were four students that completed the assessment plan component of IEP development.

M 6: Compose and administer an assessment
Compose and administer an assessment of instructional units at school site of employment
Source of Evidence: Academic indirect indicator of learning - other
Target:
There were four students that completed the assessment battery.

SLO 4: Write an Instructional Plan
Write an Instructional Plan appropriate to a case study student within school site of employment or placement
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Source of Evidence: Academic indirect indicator of learning - other

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Compose and teach sequential lessons based upon the Alabama Course of Study standards at school site of employment or placement.

Source of Evidence: Academic direct measure of learning - other

Target:
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SLO 5: Articulate a Reflection
Articulate a Reflection of effect and Professional Improvement Plan appropriate to a case study student within school site of employment.

M 9: conduct a self-assessment of instructional effectiveness
conduct a self-assessment of instructional effectiveness leading to improvement plans.

Source of Evidence: Academic direct measure of learning - other

Target:
There were four students that completed the Teacher Work Sample [TWS] process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession. The evidence was manifested in the TWS reflective summaries.

M 10: Compose and project instructional effectiveness
Compose and project instructional effectiveness and practices to continue professional growth based upon experiences in school site of employment.

Source of Evidence: Academic indirect indicator of learning - other

Target:
There were four students that completed the Teacher Work Sample process that showed evidence of their ability to demonstrate the skills and articulate the knowledge associated with the special education teacher profession.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

M 11: Students’ accomplishments
Students’ accomplishments will be systemically disseminated to stakeholders.

Source of Evidence: Academic indirect indicator of learning - other

Target:
A digital sign that contains information that is reflective of student accomplishments has been installed. Newsletter templates are being reviewed for creation and dissemination purposes.

M 12: Faculty and staff accomplishments
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Source of Evidence: Academic indirect indicator of learning - other

Target:
A digital sign that contains information that is reflective of faculty accomplishments has been installed. Newsletter templates are being reviewed for creation and dissemination purposes.

OthOtcm 7: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.
Related Measures

M 13: Annual program enrollments will equal 10 students in a cohort
Annual program enrollments will equal 10 students in a cohort
Source of Evidence: Academic indirect indicator of learning - other
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Special ed MA Curriculum Maps

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Source of Evidence: Academic indirect indicator of learning - other
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M 16: At least 15% of program graduates will participate in an interview
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value.
Source of Evidence: Academic indirect indicator of learning - other
Target: Each alternative masters program completer participated in an exit interview that included an assessment of program value. Program graduates were also randomly interviewed to determine perception of program value. Eduventures conducted the interviews.

Goals

G 1: Program on hold
We are currently attempting to boast enrollment in both Tuscaloosa and Gadsden. However, without a designated individual that is responsible for actively recruiting and working with the students in Gadsden the growth has been stunted. The department proposes hiring a clinical professor to assist with this effort. The possibilities for growth in the program and department is substantial [documented by Eduventures report, local school district administrators, and the researchers in the field of special education]. In order to capitalize on these opportunities appropriate resources are needed.
### Curriculum Maps #1a (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
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<tbody>
<tr>
<td>Articulate a system of Positive Behavior Supports relative to school-based employment.</td>
<td>Write Individualized Education Programs appropriate to learners within school-based employment.</td>
<td>Conduct curriculum based Assessment Plan appropriate to learners within school-based employment.</td>
<td>Write an Instructional Intervention Plan appropriate to a struggling learner within school-based employment.</td>
<td>Articulate a Reflection of effectiveness and Professional Improvement Plan appropriate to guide self-growth.</td>
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<table>
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<th>Course 1</th>
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</tbody>
</table>

### Curriculum Map II a (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate a system of Positive Behavior Supports relative to school-based employment.</td>
<td>Write Individualized Education Programs appropriate to high ability learners within school-based employment.</td>
<td>Conduct curriculum based Assessment Plan appropriate to high ability learners within school-based employment.</td>
<td>Write an Instructional Intervention Plan appropriate to a high ability learner within school-based employment.</td>
<td>Articulate a Reflection of effectiveness and Professional Improvement Plan appropriate to guide self-growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
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<tbody>
<tr>
<td>SPE 501</td>
<td>SPE 502</td>
<td>SPE 503</td>
<td>SPE 514</td>
<td>SPE 591/592</td>
<td>SPE 599</td>
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<tr>
<th>Composition of an Individual Education Plan</th>
<th>Collection of data representing student assessment</th>
<th>Draft a written unit to address student needs and ability</th>
<th>Administration and report of 2 Domain Specific assessments</th>
<th>Revise a written unit to address instructor input</th>
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<tr>
<td>Professional Philosophy</td>
<td>Summarize evidence-based instructional interventions</td>
<td>Reflect on evidence-based implementation and define improvement plan</td>
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<td>Collaborative input from peers</td>
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<td>Assessment Battery Report</td>
<td>Conduct comparative review of Intervention Resources</td>
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<tr>
<td>Conduct comparative</td>
<td>Summarize input from</td>
<td>Attendance and reflection on a</td>
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<tr>
<td>Review of School-wide system</td>
<td>Delivery of a curriculum unit for an elementary grade</td>
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<td>Student support team</td>
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<td>Professional development session</td>
<td>Administration and report composition for a learner with mild and a learner with severe disabilities</td>
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<td>Delivery of a literacy unit for an elementary grade</td>
<td>Attendance and reflection on a professional development session</td>
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