Cal State East Bay
Long-Term Program Curriculum Assessment Plan Template
Approved by EEC 3-7-19; approved by CAPR 3-21-19; Re-named by CAPR 3-16-20
<mark>Moderate-Severe Disabilities Concentration</mark>
Department of Educational Psychology

a	b	c	d	e	f	g	h	i	j
PLOs	ILOs aligned? Y or N. (If Y, list ILO. Min. 2 for every program)	Identify Required Course name and # to be assessed	Identify one or more SLO that aligns to PLO (SLO for the MS program based on the CTC Universal **T**eaching **P**erformance **E**xpectations)	Identify activity to assess SLO(s) (e.g., lab experiment, paper, etc.)	Assessment instrument	How data/ findings will be reported (quantitatively or qualitatively)	Designated personnel to collect, analyze, and interpret SLO data	Dissemination schedule for Program data/ findings	Identify how data will be used
PLO 1 Apply knowledge, skills and dispositions aligned with professional and licensure standards to implement universal design, evidence and research based programs to achieve equitable learning outcomes and environments for students across their lifespan.	**Sustainability ILO**	**SPED 602**	**TPE 1 Engaging & Supporting All Students in Learning**	**Instructional Practice assignments, Data Collection Toolkit, Lesson plan bank**	**Instructor Developed Rubric**	**Quantitative scores from numerical rubric; number of scores in each category** **Qualitative - instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/ findings is completed on a yearly basis**	**Data will be used to determine a candidate's level of mastery of lesson and curriculum planning skills. Adjustments in course content and fieldwork will be made based on the data collected.**
			TPE 2 Creating & Maintaining Effective Environments	**Instructional Practice Assignments as a basis for planning,**	**Instructor Developed Rubric**	**Quantitative scores from numerical rubric; number of**	**Course Instructor completes the collection process**	**Since course is offered once a year; dissemination of data/ findings is**	**Data will be used to determine a candidate's level of mastery of skills for working with**

			for Student Learning	creating and implementing effective instruction		scores in each category Qualitative-instructor comments on narrative section of rubric	Data is then reviewed by Program T/TT faculty & course instructor	completed on a yearly basis	students with moderate severe disabilities. Adjustments in course content and on the data collected.
PLO 2 Demonstrate understanding of the impact of ethnic, cultural, socio-economic,linguistic diversity, ability status, gender, gender identification, sexual orientation, language, religion and geographic origin on the opportunities provided to, and the learning of students.	**Diversity ILO & Social Justice ILO**	**SPED 615**	**TPE 3 Understanding & Organizing Subject Matter for Student Learning**	**15 Lesson plans in Fieldwork Binder, Lesson plan bank from SPED 602**	**Progress Monitoring Evaluation (completed by fieldwork supervisor/cooperating teacher)- Application of PLO 2**	**Quantitative-scores from numerical rubric; number of scores in each category** **Qualitative - comments from supervisor on Progress Monitoring Evaluation form**	**Program Coordinator completes the collection process** **Data is then reviewed by Program T/TT faculty & fieldwork supervisor**	**Data reviewed each semester; data is compared with data from subsequent field based experiences**	**Data will be used to develop, refine required events, tasks within the fieldwork experience.** **Data will also be used to determine the additional content, practices and supports from courses that are needed**
			TPE 4 Planning Instruction & Designing Experiences for Student Learning	**Context selection in Fieldwork Binder, 15 lessons in Fieldwork Binder**	**Supervisor evaluation of Fieldwork Binder components**	**Quantitative scores from numerical rubric; number of scores in each category** **Comments from supervisor on**	**Program Coordinator completes the collection process** **Data is then reviewed by Program**	**Data reviewed each semester; data is compared with data from subsequent field based experiences**	**Data will be used to develop, refine required events, tasks within the fieldwork experience Data will also be used to determine the additional**

						Progress Monitoring Evaluation form	T/TT faculty & course instructor		content, practices and supports from courses that are needed
PLO 3 Work collaboratively with students, parents, teachers, stakeholders and professional colleagues to achieve positive, equitable, inclusive learning environments and outcomes.	**Collaboration & Teamwork ILO**	**SPED 603**	**TPE 2 Creating & Maintaining Effective Environments for Student Learning**	**Professional Development Design Project and Presentation**	**Instructor Created Rubric**	**Quantitative scores from numerical rubric; number of scores in each category** **Instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/ findings is completed on a yearly basis**	**Data will be used to determine a candidate's level of mastery of skills for working with students with Executive Function difficulties. Adjustments in course content and expectations for fieldwork will be made based on the data collected.**
PLO 4 Develop and implement learning systems and environments based on assessment data that reflect and incorporate evidence and research based practices (ie. MTSS, UDL, Restorative Justice, PBIS, differentiated learning) to achieve equitable and inclusive outcomes for students.	**Specialized Education ILO & Social Justice ILO**	**SPED 604**	**TPE 4 Planning Instruction & Designing Experiences for Student Learning**	**Functional Assessment and PBIS Plan** **(Positive Behavior Intervention and Support)**	**Instructor Created Rubric**	**Quantitative scores from numerical rubric; number of scores in each category** **Instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/ findings is completed on a yearly basis**	**Data will be used to determine a candidate's level of mastery of skills for working with students who require PBIS. Adjustments in course content and expectations for fieldwork will be made based on the data collected.**

		SPED 609	**TPE 5 Assessing Student Learning**	Assessment survey- formal assessments Informal assessments - part of the Educational History assignment	**Instructor Created Rubrics**	**Quantitative scores from numerical rubric; number of scores in each category** **Instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/ findings is completed on a yearly basis**	**Data will be used to determine a candidate's level of mastery of skills related to assessment practices. Adjustments in course content and expectations for fieldwork will be made based on the data collected.**
PLO 5 Demonstrate critical thinking in reading, oral and written communications as evidenced by analysis and synthesis of research, professional materials and application to ethical, responsible, professional and inclusive practices,	**Written & Oral Communica - tion ILO**	**SPED 610**	**TPE 6 Developing as a Professional Educator**	Review of Literature as a foundation for the Capstone Project (SPED 610)	**Instructor Created Rubric**	**Quantitative scores from numerical rubric; number of scores in each category** **Instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/ findings is completed on a yearly basis**	**Data will be used to determine a candidate's level of mastery of skills related to research, interpretation of professional literature, written and oral communication skills.**
		SPED 693	**TPE 6 Developing as**	Capstone Project (SPED 693)	**Instructor Created Rubric**	**Quantitative scores from numerical**	**Course Instructor completes**	**Since course is offered once a year;**	**Data will be used to determine a candidate's**

PLO	ILO	Course	TPE	Assessment	Rubric	Criteria	Data Collection	Dissemination	Use of Data
			a Professional Educator			rubric; number of scores in each category Instructor comments on narrative section of rubric	the collection process Data is then reviewed by Program T/TT faculty & course instructor	dissemination of data/findings is completed on a yearly basis	ability to create a project that reflects and integrates their learnings over the course of the program. Adjustments in type and requirements for capstone project may be made.
PLO 6 Develop reflective and critical thinking skills and the ability to view and implement content and practices that reflect a variety of positions and perspectives	**Critical Thinking ILO**	**SPED 610**	**TPE 6 Developing as a Professional Educator**	**Review of Literature as a foundation for the Capstone Project (SPED 610)**	**Instructor Created Rubric**	**Quantitative scores from numerical rubric; number of scores in each category** **Instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/findings is completed on a yearly basis**	**Data will be used to determine a candidate's level of mastery of skills related to the use of critical thinking skills in reviewing research, and analysis and interpretation of professional literature**
		SPED 693	**TPE 6 Developing as a Professional Educator**	**Capstone Project (SPED 693)**	**Instructor Created Rubric**	**Quantitative scores from numerical rubric; number of scores in each category** **Instructor comments on narrative section of rubric**	**Course Instructor completes the collection process** **Data is then reviewed by Program T/TT faculty & course instructor**	**Since course is offered once a year; dissemination of data/findings is completed on a yearly basis**	**Data will be used to determine a candidate's ability to create a project that reflects and integrates their learnings over the course of the program. Adjustments in type and requirements for capstone project may be made.**

Purposes of Five-Year Assessment Plan: The *Five-Year Curriculum Assessment Plan* is completed by each program. This tool:
- demonstrates the interconnectivity between curriculum development, classroom instruction, and assessment.
- is used by college programs for planning for their required academic *Annual Report* as guided by the Committee on Academic Planning and Review (CAPR) to demonstrate self-evaluation and curricular revitalization and to make decisions about program, faculty and student needs, resource allocation, and management. *Annual Reports* support *Five Year Program Reviews*.
- is required by the University and the CSU as part of an application for a new course or program.
- is required by the California State University Chancellor's Office and WASC Senior College and University Commission to demonstrate the University is meeting CSU standards and regional accreditation standards.

"Name of Program" Identify name of program (e.g. Bachelor of Science in Business Administration)

a. PLOs: Identify the PLO being assessed. Every PLO is to be assessed for mastery at least once every five years. PLOs identified as mastered (M) and assessed (A) on the Curriculum map are normally included in the *Five-Year Curriculum Assessment Plan.* There must be at least one assessment listed for every PLO mastered, but there may also be more.

b. ILOs: Identify the relevant ILOs. As per Academic Senate policy, every program should align to a minimum of two ILOs. If no ILO aligns, enter N in the box. If yes, enter the ILO.

c. Required Course: Identify the required course name and number in which the assessment is administered. Required courses are the core courses.

d. SLOs: Identify the course student learning outcome(s) that align to the PLO and the assessment activity (assignment). Determine if SLO(s) originally planned still align to PLO.

e. Activity to assess SLO: Identify the activity or assignment being assessed such as a presentation, project, performance, computer simulated task, analytical paper, case study, portfolio, critique, policy paper, product, exhibition, poster, skill demonstration, comparative analysis project, thesis, or dissertation.

f. Assessment Instrument: Identify the instrument(s) used to score or evaluate an assessment activity such as a rubric, observational checklist, performance assessment, or qualifying or comprehensive examination exam/review/evaluation (faculty, peer, juried, clinical)

g. How will data be reported?
- Quantitative: Number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO;

- Quantitative: Number/percentage of students scoring at the highly-proficient level;
- Qualitative: Instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns;
- Qualitative: Mean scores of all who exhibited desired traits or behaviors on an observational checklist.

h. Designated Personnel: Identify person(s) responsible who will collect, analyze, and interpret student learning outcome data. This may include a faculty committee, assessment coordinator, or college administrator who assumes responsibility for data collection, analysis, and interpretation.

i. Dissemination Schedule for Program Data/Findings: The frequency of disseminating data to identified stakeholders (program director, department chairs, faculty, external accrediting bodies, etc.) and to CAPR**.**

j. How will data be used? Include anticipated ways data may be used to "close the loop" - how will data will be used to respond to issues or areas of concern? In the annual report of assessment results, programs will provide a narrative discussion of assessment results, analysis of those results, and any changes made as a result. This may include curriculum changes, pedagogy changes, refinements to PLOs or course SLOs, etc.