Academic Programs
Assessment Plan
The University of New Mexico
College of Education

A. **College, Department and Date**
   1. College: College of Education
   2. Department: Educational Specialties: Special Education Program
   3. Date: 12-17-15

B. **Academic Program of Study**
   *Transcripted Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs*

C. **Contact Person(s) for the Assessment Plan**
   Dr. Liz Keefe, Special Education Program
   lkeefe@unm.edu

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Student Learning Objective</th>
<th>COE/ Univ. Goal</th>
<th>Assessment/TP/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Pass Score</th>
<th>Expected Pass Rate</th>
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<tbody>
<tr>
<td>Prepare teachers who align curriculum, instruction and assessment to meet needs of diverse students with social, language, and behavioral needs.</td>
<td>Apply evidence based practice in lesson planning</td>
<td>U, P, I, K, S</td>
<td>Lesson Plan Assessment SPCD 552 Mid-Point</td>
<td>D</td>
<td>1-10</td>
<td>5</td>
<td>90% ≥ 5</td>
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<td>Demonstrate the ability to use assessment to develop instructional goals and strategies</td>
<td>U, P, I, K, S</td>
<td>Teaching Intervention Plan SPCD 584 Mid-point</td>
<td>D</td>
<td>1-40</td>
<td>30</td>
<td>90% ≥ 30</td>
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<td>Students will design and implement a functional behavior assessment to address academic and social behaviors</td>
<td>U, P, I, K, S, R</td>
<td>Functional Assessment Project SPCD 519 Mid-point</td>
<td>D</td>
<td>1-25</td>
<td>20</td>
<td>90% ≥ 20</td>
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<tr>
<td>Improve educational opportunities for students with ASD</td>
<td>Apply research to a critical issue related to ASD</td>
<td>U, P, I, K, S, R</td>
<td>Capstone Project Exit</td>
<td>D</td>
<td>Pass/Fail</td>
<td>Pass</td>
<td>90% ≥ Pass</td>
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1. **Who:** All students in the certificate program (no sampling).

2. **When will learning outcomes be assessed? When and in what forum will the results of the assessments be discussed?**
   Learning outcomes are assessed in courses and/or field experiences as indicated in the Assessment Planning Grid. Data on each SLO are discussed in the Special Education program faculty meetings each semester.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
   *Briefly describe:* Data on each SLO are discussed in the Special Education program faculty meetings each semester. Data are reviewed, discussed, and if required, adjustments are made to courses to improve student learning. This discussion is documented in the Special Education program meeting notes. This discussion is documented in the Special Education program meeting notes and the annual assessment in TK20 submitted to the Provost.