

# Certificate Assessment Plan 2012-13

*Office of the Provost  
University of Florida  
Institutional Assessment  
Continuous Quality  
Enhancement Series*

Postsecondary Learning  
Support Certificate

College of Education

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# Postsecondary Learning Support (PLuS)

## College of Education

### *Certificate Assessment Plan*

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#### **A. Rationale**

Recent regulatory changes in K-12 education and improved medical treatment have led to an increase of students with disabilities entering into higher education. This increase of students with disabilities entering into postsecondary education will lead to an increased need for professionals who are trained to meet the academic, social, and emotional needs of these students.

There exists no clear career preparation path for individuals who support these students. The purpose of this certificate program is to enable professionals in the field to develop the specialized knowledge and skills needed to provide effective academic support for students with disabilities at the postsecondary level.

#### **B. Mission**

The PLuS certificate program will support the College of Education's mission by preparing student service support personnel to effectively meet the needs of students with disabilities and others facing academic challenges at the postsecondary level.

UF's Strategic Plan emphasizes interdisciplinary collaboration, and this certificate program will bring together professionals from a wide range of disciplines who share a common goal of supporting learning for students with disabilities or other academic challenges. The online delivery mode also has the potential to recruit international students to UF, addressing another element of UF's Strategic Plan.

#### **C. Student Learning Outcomes (SLOs)**

- 1:** Students will demonstrate the professional knowledge to address the academic needs of postsecondary students with disabilities.
- 2:** Students will demonstrate proficiency in applying disability law in higher education, interpreting diagnostic assessments, and designing and implementing effective strategies to support academic success of postsecondary students with disabilities.
- 3:** Students will collaborate with other professionals, reflect upon their own practices, and demonstrate a sense of efficacy and ethical practice.

## D. Assessment Timeline for Certificates

Program: Postsecondary Learning Support (PLuS)    College: Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
#1	Student Interviews EEX6098	Interpretation Practice EEX6299	Strategy Analysis EEX6296	Student Survey EEX6777  Culminating Portfolio
#2	Law Table EEX6098	Accommodation Plan EEX6299	Technology Evaluation EEX6296	Planning, Teaching, and Designing Instructional Materials for Student Use EEX6296  Culminating Portfolio
#3	Disabilities and Higher Education Paper EEX6098	Accommodation Plan EEX6299	Resource Guide EEX6777	Culminating Portfolio

## E. Assessment Cycle Chart for Certificates

Program: PLuS Graduate Certificate    College of Education

Analysis and Interpretation: Summer 2013 (June/July)  
 Improvement Actions: Summer 2013 (June/July)  
 Dissemination: Completed by Fall 2013 (September 30)

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
#1				X		
#2				X		
#3				X		

## F. Methods and Procedures

*Direct:*

- Each PLuS course is divided into four modules and each module has a quiz at the end (approximately 16 quizzes total for the entire certificate program).

- Culminating Portfolio: Students will complete a culminating portfolio that contains artifacts from each course and other sources to demonstrate their knowledge of the content of the certificate program.

***Indirect:***

- Weekly postings to course discussion forums
- Student Interviews: Participants will interview two postsecondary students with disabilities at their institution. During these interviews they will ask students questions pertaining to their transition from high school, their academic experiences at the postsecondary level, the supports they receive, and the supports they need.
- Law Chart: Participants will complete a chart of the laws related to higher education of students with disabilities (the Americans with Disabilities Act, Section 504, Chafee Amendment, etc.). For each law, they will explain the intent and requirements of the law, define the population of students the law is intended to serve, describe the law's impact at the postsecondary level, and provide an explanation of how their institution complies with the law.
- Disabilities and Higher Education Paper: This paper will allow participants to share their understanding of the content from the entire course and how this knowledge will affect you as a professional. This paper will summarize the key points from the class and will document their reactions and insights related to the following: the history of disability, disability in higher education, laws in higher education pertaining to students with disabilities, and ethical considerations for higher education of students with disabilities. Participants will also discuss how the course content impacted your professional practice at your postsecondary institution.
- Interpretation Practice: For this assignment, participants will be provided with data from student assessments, along with information from the assessment instruments, and they will interpret the statistical data into narrative explanations and match accommodations to the needs identified in the data.
- Accommodation Plan: For this assignment, participants will be provided with student data, including results from various assessment sources and responses to interview questions. Using the data provided, they will develop a set of recommended accommodations, modifications, and supports. Participants will also develop a plan for implementation over the course of the student's college career.
- Technology Evaluation: For this assignment, participants will evaluate a form of assistive technology or augmentative communication or a technology-based intervention tool to determine the characteristics of students for whom it is appropriate, and identify how it is most effectively implemented at the postsecondary level. They will share their findings in an informative one-page handout that they will upload to make available to their classmates on the course web site. The handout should address questions about the function of the technology chosen, how it is used, who could benefit from its use, the

characteristics of the students for whom it is appropriate, and the tool's advantages and disadvantages or strengths and weaknesses.

- **Strategy Analysis:** For this assignment, participants will view a series of video clips depicting the Strategy Intervention Model and KU strategies being used in a high school classroom. They will then summarize the procedures used and the expectations for student engagement for each strategy routine. Finally they will identify any necessary adaptations to make the strategy appropriate for use with students at the postsecondary level.
- **Planning, Teaching, and Designing Instructional Materials for Student Use:** Using a textbook and other materials from a freshman- or sophomore-level course at your institution, participants will use the graphic organizers to break down the information in a chapter, unit, or module to increase its accessibility for students with learning disabilities. They will identify how they could use the six essential instructional design components (i.e., Big Ideas, Conspicuous Strategies, Mediated Scaffolding, Strategic Integration, Judicious Review, and Primed Background Knowledge) to support a student in the selected course.
- **Student Survey Assignment:** For this assignment, students will create a short survey using SurveyMonkey.com to assess the current self-advocacy practices of students with disabilities at their institution. It must include 10 items that demonstrate their understanding of the issues of self-advocacy and self-determination for students with disabilities. They will administer the survey with a minimum of five students with disabilities and submit the survey and a summary of your survey results.
- **Resource Guide:** For the final project, students will develop a resource guide for students with disabilities at your institution and for other professionals who work with these students. This project will allow you to show your knowledge and apply content from the entire course and deepen your awareness of the resources available. The sections of the resource guide will include: (1) Common challenges and Potential Solutions; (2) Advocating; (3) Organization; and (4) Communication.

## G. Assessment Oversight

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