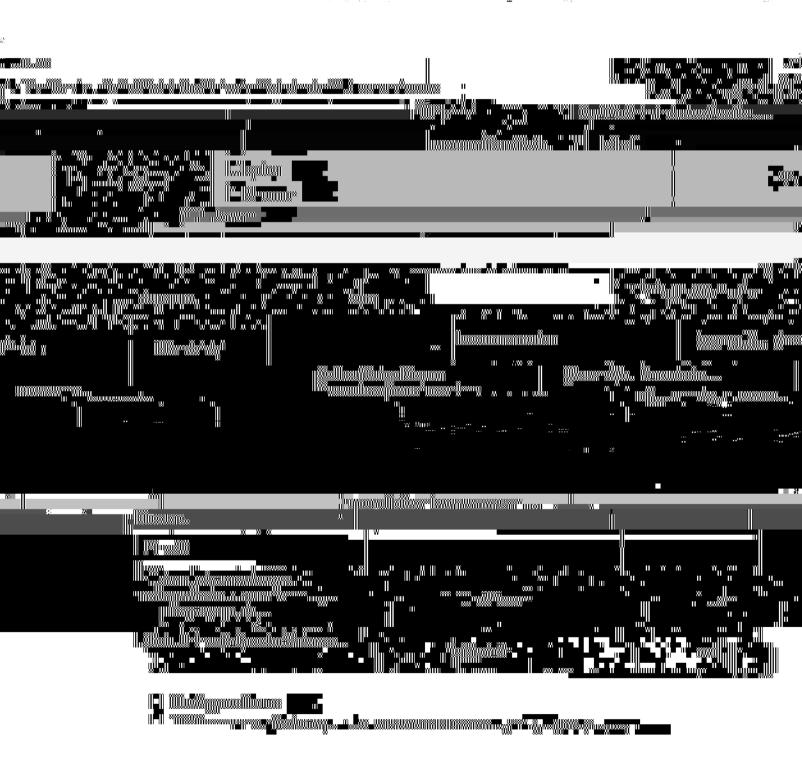


Requesting College(s)/Schopl(s)/Center(s); School of Education

Respectives Depending of the Educational Studies



Note: You are **tr**ongly encouraged to work with the University Assessment Coordinator (94789 or thatcherk@slu.edu)as you develop this portion of the proposalThe University Assessment Coordinatoran help you establish appropriate student learning outcomes, methods for measuring student progreeds using the data to inform program improvement and assist with all facets of academic assessment.

Complete the table below to provide an overview of your plan to assess student progress toward achievemented to be reviewed as part of all college/school/centered and University program reviews.

NOTE: Ї •-—†‡•- އ
$$f$$
"•‹•‰ '—-…'•‡• Ž‹•-‡† "‡Ž'™ f "‡ ‹†‡•-‹… f Ž -' -Š'•‡ ™‡ Š f ~‡ …"‡ f -‡† ^'" '—" '"'' Š f Ž^ '^ -Ї • f •-‡"ï• †‡‰"‡‡ —Ї f •-‡"ï• †‡‰"‡‡

Program

2.

Indirect Measures:	
X	
X	

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencitignshould be inten complementary, allowing for the development of curricular content at multiple levels and the application and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) imgvolution exclisionally addressed and at particular levels of intellectual complexity using right level indicators* provided the proposed program, the levels may seem more or less appropriate without veering from the spirit of the exercise, you mandapt the levels asdeemed appropriate.

f

Example: Outcome #1	1	1	1, 2	2	2	2	3	3	2	2, 3
Analyze professional literature:										
	2	2			2	2				
Apply knowledge and practice to solve problems in local educational contexts										

Communicate with stakeholders to effect educational change