

SPED 598 Final: Comprehensive Final Exam

Key Assessment Assignment Description and Rubric

Purpose: The purpose of this key assessment is to measure competencies learned in this special education laws and ethics course. This assessment measures learner knowledge and ability to apply their understanding of legal and ethical issues to current practice based on course objectives. This assignment is designated as a Key Assessment for the Special Education program. Because this assignment is a Key Assessment, students must obtain the acceptable target of 80%. As indicated in the course syllabus, students who do not meet acceptable targets for this key assessment cannot pass the SPED 598 course with a grade higher than C. There is an opportunity to redo the exam if students communicate their desire to resubmit with the course instructor before the end of finals week.

Objectives:

- Demonstrate understanding of course content (Advanced CEC 2; Advanced CAEP A1.1).
- Apply content knowledge of special education laws (Advanced CEC 2,6; Advanced CAEP A1.1).
- Explain the laws and policies applicable to special education (Advanced CEC 2,6, Advanced CAEP A1.1).

Instructions:

1. The Comprehensive Final Exam will measure your competencies based on the course objectives.
2. The final exam will be available on Mayville State University's Learning Management System: Blackboard.
3. The instructor will communicate to you the procedure for setting up Yuja Proctor to proctor your exam.
4. The instructor will communicate to you when the exam is made available (date and time parameters).
5. You will not be allowed to use any course or outside resources to complete this exam.
6. You will have three hours to complete and submit the exam.
7. Before the day of the final comprehensive exam, be sure to review all course materials and submissions so that you can reflect on what you have learned and identify any questions that need to be answered before taking the assessment. Reach out to your instructor for clarification if you need to.
8. Since this is a final comprehensive exam, your instructor will guide you through this process. Please use this outline of instructions along with the following Rubric breakdown of grades to inform your review of course concepts. Your final score will be uploaded into Blackboard and Taskstream as a key assessment.

Advanced CEC Standards (as referenced in the objectives and rubric)

Standard 1: Assessment	Special Education specialists use valid and reliable assessment practices to minimize bias.
Standard 2: Curricular Content Knowledge	Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
Standard 3: Programs, Services, and Outcomes	Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
Standard 4: Research and Inquiry	Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
Standard 5: Leadership and Policy	Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
Standard 6: Professional and Ethical Practice	Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
Standard 7: Collaboration	Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Advanced CAEP Standards

A1.1	Candidate Knowledge, Skills, and Professional Dispositions	Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
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