

**GCU Academic Program Assessment Plan (Updated Fall 2016)**

**Program: Teacher of Students with Disabilities (TSWD)**

**Learning Outcomes:** Upon successful completion of the certification program in Teacher of Students with Disabilities, the student will earn a credentialing certificate and will have given evidence of the following program outcomes:

**LO1: Discipline specific knowledge of disabilities in Special Education**

Students will present research on identified disabilities and have content knowledge testing exams.

Evidence: In-class presentations on a detailed analysis of one disability, mid-term and final testing, and a keystone assignment on key federal legislation, rules, and procedures governing special education will be completed.

**LO2: Planning Appropriate Instruction**

Students will develop a curriculum guide for students with disabilities and complete an Individualized Education Program (IEP) for a student requiring accommodations and modifications.

Evidence: A keystone assignment will include a case study for IEP.

**LO3: Resources and Programming for Student with special needs**

Students will prepare and develop a resource manual for school professional use to assist students with and without disabilities.

Evidence: Keystone assignment will include a resource portfolio

**LO4: Regulations for Special Education**

Students will identify Special Education identification processes based on principles of the Individuals with Disabilities Act (IDEA).

Evidence: Keystone assignment – Case study interpretation of assessment data

<b>Program:</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
<i>Related ISLG (Undergraduate)</i>				
<i>Related BRIDGE General Education Goals (if applicable)</i>				
<i>Related Accreditation Standard (if applicable)</i>	<b>NJPST; NJSETA; CEC; LD</b>	<b>NJPST; NJSETA; CEC</b>	<b>NJPST; CEC; CACREP CC; SCB</b>	<b>NJPST; NJSETA; CEC; CACREP CC; SCB</b>
<b>Program Courses and Experiential Learning Mapping to Program Outcomes</b>				

<b>Program:</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
<b>How do students learn this? In what course(s) and/or co-curricular experience(s)?</b>	EDC5030 EDC5034	EDC5031 EDC5035 EDC5036	EDC5032	EDC5030 EDC5037
<b>How and in what <u>course(s)</u> do they demonstrate that they have <u>achieved</u> this outcome.</b>				
Formative Assessment will occur in ...				
Summative Assessment will occur in...	EDC5030	EDC5036	EDC5032	EDC5037
<b>Assessment Protocol</b>				
<b>How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?</b>				
<b>Formative Assessment</b>				
Direct Evidence				
Indirect Evidence				
<b>Summative Assessment</b>				
Direct Evidence	Keystone Assignment as evaluated by a rubric	Keystone Assignment as evaluated by a rubric	Keystone Assignment as evaluated by a rubric	Keystone Assignment as evaluated by a rubric
Indirect Evidence	Course Evaluations- SIR II	Course Evaluations- SIR II	Course Evaluations- SIR II	Course Evaluations- SIR II
<b>What do you consider satisfactory achievement of this outcome? WHY?</b>				
<b>Formative Assessment</b>				
Direct Evidence				
Indirect Evidence				

<b>Program:</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
<b>Summative Assessment</b>				
Direct Evidence	Rubric: 85% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Rubric: 85% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Rubric: 85% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Rubric: 85% of students will score at or above meeting expectations in the rubric criteria related to the outcome
Indirect Evidence	Students' satisfaction at or above 3 on a 5 point Likert Scale	Students' satisfaction at or above 3 on a 5 point Likert Scale	Students' satisfaction at or above 3 on a 5 point Likert Scale	Students' satisfaction at or above 3 on a 5 point Likert Scale
<b>Program Assessment Time Frame</b>				
<b>Time Frame for Assessing the outcome.</b>	Year 1	Year 2	Year 3	Year 3

**GCU Program Assessment Report Form**

<b><i>GCU Academic Program Assessment Annual Report</i></b>
<b><i>Program:</i></b>
<b><i>Division:</i></b>
<b><i>Date:</i></b>
<b><i>Program Assessment Liaison:</i></b>
Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.
Learning Outcome(s) Assessed:
Description of the Assessment Protocol.
Assessment Data and Findings.
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results and Analysis:
Time Frame for Action Plan:
What actions have been taken since the previous assessment of these outcomes?
Comments:

**Assessment Data:** Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.