

1.
GCU Academic Program Assessment Plan - Plan Updates

Please complete the program assessment plan. The format is similar to the one for the 2016 plans. If you need assistance, please contact the Office of Assessment. You can enter the data and return to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.

Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured. This plan should cover a three-year time frame, and is updated on a 3-year cycle.

The update of Academic Program Assessment Plans are due by September 30.

2. Person completing the report

Lindiwe Magaya

3. Email address of person completing the report

lmagaya@georgian.edu

4. Program Name

TOSD

5. School or Department

- ☐ School of Arts and Sciences
- ☐ School of Business and Digital Media
- ☒ School of Education
- ☐ Georgian Court-Hackensack Meridian Health School of Nursing
- ☐ other, please specify

Q23. Email address and name of Dean of School or Department Supervisor

Name of Dean/Supervisor

Amuhelang Magaya

Email address of Dean/Supervisor

amagaya@georgian.edu

6. Level of Program

- ☐ Undergraduate Major
- ☐ Graduate-Masters
- ☒ Graduate-certificate only
- ☐ Undergraduate-University wide
- ☐ other, please specify

7. Assessment Plan for years

- ☒ Fall 2022 through Fall 2025
- ☐ Fall 2023 through Fall 2026
- ☐ Fall 2024 through Fall 2027
- ☐ Fall 2025 through Fall 2028

8. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.

Major(s)

TOSD

Degree(s)

Cert & MA

Minor(s)

9. State your learning outcomes

☒ Learning Outcome (LO) 1

Write a research paper on identified disabilities and have content knowledge testing exams.

☒ Learning Outcome (LO) 2

Design a differentiated lesson plan in Reading or Literacy in the Content Area to meet the special needs of diverse learners including a student with a Specific Learning Disability in the area of Reading.

☒ Learning Outcome (LO) 3

Develop a resource for colleagues and families which provides information regarding resources available to promote the social, emotional, and career development of students with special needs.

☒ Learning Outcome (LO) 4

Interpret test data and use this data to advise students, set appropriate goals, and make a variety of programmatic decisions.

☐ Learning Outcome (LO) 5

10. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.

This question was not displayed to the respondent.

11. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.

	Knowledge	Scholarly Inquiry	Communication	Ethical Leadership	GCU/Mercy Mission Integration
Learning Outcome 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Related BRIDGE-General Education Goals

This question was not displayed to the respondent.

13. Related Accreditation Standard (if applicable)

☒ Learning Outcome (LO) 1
CEC 1; CAEP A.1.1.f

☒ Learning Outcome (LO) 2
CEC 3; CAEP A.1.1.f

☒ Learning Outcome (LO) 3
CEC 5; CAEP A.1.1.f

☒ Learning Outcome (LO) 4
CEC 4; CAEP A.1.1.a

☐ Learning Outcome (LO) 5

14. Course Mapping. Program Courses and Experiential Learning mapping to Program Outcomes. Map all program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

☒ Learning Outcome (LO) 1
EDC5030; EDC5302

☒

Learning Outcome (LO) 2

EDC5031; EDC5034

☒ Learning Outcome (LO) 3

EDC5032

☒ Learning Outcome (LO) 4

EDC5037; EDC5303

☐ Learning Outcome (LO) 5

15.

Formative Assessment will occur in.....

(Designate the selected course from above mapping where evidence will be collected.)

This question was not displayed to the respondent.

16.

Summative Assessment will occur in.....

(Designate the selected course from above mapping where evidence will be collected.)

☒ Learning Outcome (LO) 1

EDC5030

☒ Learning Outcome (LO) 2

EDC5034

☒ Learning Outcome (LO) 3

EDC5032

☒ Learning Outcome (LO) 4

EDC5037

☐ Learning Outcome (LO) 5

17. **Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

Formative Assessment

This question was not displayed to the respondent.

18. **Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

Summative Assessment

Direct Evidence

Indirect Evidence

LO 1	EDC5030 Keystone Assignment: Design a differentiated lesson plan in Reading or Literacy in the Content Area to meet the special needs of diverse learners including a student with a Specific Learning Disability in the area of Reading. The lesson should include specialized curricula to make content accessible, appropriate modifications, instructional/assistive technology, and multiple assessment techniques.	SIR and SOE course survey
LO2	EDC5034 Keystone Assignment: Keystone Assignment: Design a differentiated lesson plan in Reading or Literacy in the Content Area to meet the special needs of diverse learners including a student with a Specific Learning Disability in the area of Reading. The lesson should include specialized curricula to make content accessible, appropriate modifications, instructional/assistive technology, and multiple assessment techniques.	SIR and SOE course survey
LO3	EDC5032 Keystone Assignment: Keystone Assignment: You are a special educator tasked with developing a useful resource manual for colleagues and families which provides information regarding resources available to promote the social, emotional, and career development of students with special needs. □ Describe the contextual and demographic information for the school district and student population you are serving. □ Develop a resource including school, community, county and state resources that would assist the academic, social, emotional, and career development of students with exceptional needs. □ Explain the method which you would use to distribute and/or share the resource.	SIR and SOE course survey
LO4	EDC5037 Keystone Assignment: Keystone Assignment: Summarize student performance on an assessment in a content area(s). Your summary should include: □ A narrative and corresponding visual illustration (table, graph, chart) which depicts whole class/group performance and individual student performance □ An analysis of the data describing patterns of learning and comparing areas of strength and weakness □ Specific recommendations to address areas of weakness □ TOSD candidates- strategies for providing feedback to students and reteaching. □ School Counselor candidates- programmatic recommendations.	SIR and SOE course survey
LO5		

19. What do you consider satisfactory achievement of this outcome? Why?

Formative Assessment

This question was not displayed to the respondent.

20. What do you consider satisfactory achievement of this outcome? Why?

Summative Assessment

Direct Evidence Benchmark

Indirect Evidence Benchmark

LO 1	Rubric: 90% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Students' progression through the program with a satisfactory GPA
LO2	Rubric: 90% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Students' progression through the program with a satisfactory GPA
LO3	Rubric: 90% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Students' progression through the program with a satisfactory GPA
LO4	Rubric: 90% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Students' progression through the program with a satisfactory GPA
LO5	Rubric: 90% of students will score at or above meeting expectations in the rubric criteria related to the outcome	Students' progression through the program with a satisfactory GPA

21. Program Assessment Time Frame: Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

	Year 1 of Plan	Year 2 of Plan	Year 3 of Plan	Data collected annually
Learning Outcome 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Location Data

Location: ([40.124298095703](#), [-74.302200317383](#))

Source: GeoIP Estimation

