

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: EDU-211 Introduction to Special Education

Date: Spring 2013

Course/Program Team: Jeannine Stonestreet

Expected Learning Outcomes:

- describe the typical procedures used for screening, pre-referral, referral, and placement of individuals with disabilities.
- demonstrate knowledge of the identifying characteristics, etiologies, and unique learning needs of each disability category.
- discriminate between the various services, programs and strategies to support the educational, social, and/or personal goals for students

Assessment (How do or will students demonstrate achievement of each outcome?)

Each outcome is assessed using objective test questions selected from a large test bank provided by the publisher.

Validation (What methods have you used or will you use to validate your assessment?)

The test questions are taken from the publisher's test bank questions. It is assumed that the publisher validates these questions and tests them for reliability.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

After analyzing the data, I found that students are struggling with the steps of the Individualized Education Process – in particular the pre-referral stage. The pre-referral process of the IEP is a part of Outcome #1. The majority of my students are meeting Outcomes #2 and #3.

Follow-up (How have you used or how will you use the data to improve student learning?)

The IEP process is introduced to the students the first week of class and covered in depth during the second week of class. After that, it is assumed students understand the stages of the IEP process; therefore, instruction on the stages does not occur again. At the same time, students are becoming familiar with their field experience requirements and expectations. I think that students are completely overwhelmed during the first two weeks of class; therefore, continuous instruction of the IEP stages is needed. Students have many assignments where they have to apply their knowledge of the IEP stages in case studies, however, the case studies usually begin at the referral stage – not the pre-referral stage which is where students are struggling. I am going

to include this stage in several of the case studies and review the IEP stages throughout the semester.

Budget Justification (What resources are necessary to improve student learning?)

None at this time.