

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: SP, 2014

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?)

The outcomes in this course are assessed in two assignments. One assignment is a cumulative assessment of their field experience using a PowerPoint presentation format. Students are required to apply their knowledge of special education disability categories, services, unique learning needs, and instructional strategies observed during their fifteen hours of field experience in three different special education settings. The other assignment used to measure the outcomes in this course is a lesson plan assignment. Students have to apply their knowledge of special education by creating a lesson plan for a general education classroom and then adapting the lesson plan to meet the unique needs of a student with an assigned disability.

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

Mary Beth Chaney has graded each of these assignments, using my rubric, and we have compared the results in order to validate the grading procedures.

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 in FA 13, I recognized an issue students were having in both my traditional and online classes. They were having difficulty identifying how various special education concepts addressed in class were being applied in the classrooms they observe. The grades on their Field Experience Presentation identified this area of concern.

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

In the spring of 2014, I spent more time in class discussing these concepts and watching videos of these concepts being applied in various classrooms around the country. My online classes had additional assignments added to their syllabus that required them to watch, and then

identify, various special education concepts after observing online videos. These assignments, and discussions, improved their grades tremendously in the spring of 2014.

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

None at this time.