Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Explore the benefits of inclusive environments for children - Explore the benefits of inclusive environments for children with and without disabilities. (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	**Assessment Measure:** • Quiz #1 • Exam #1 • Essay/Discussion Board #1 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #1 Average Score – 19; High Score – 20; Low Score – 18; 10 Submissions Discussion Board: Average Score – 50; High Score – 50; Low Score – 50; 10 submissions Exam #1: Average Score – 75, High Score – 75; Low Score – 75; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	10/22/2014 - Collectively, the students started the semester out very strong. Throughout the course, I discovered that the essays were too lengthy. I will scale down essay exams while ensuring that the questions are focused on course outcomes.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Specify social and political forces that helped bring about federal legislation - Specify social and political forces that helped bring about federal legislation on behalf of exceptional children, including the gifted. (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	**Assessment Measure:** • Quiz #2 • Exam #1 • Essay/Discussion Board #1 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #2: Average Score – 19; High Score – 20; Low Score – 18; 10 Submissions Discussion Board: Average Score – 50; High Score – 50; Low Score – 50/ 10 submissions Exam #1: Average Score – 75; High Score – 75; Low Score – 75; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	10/22/2014 - I feel that I can be more intentional in my approach by staying focused on the course outcomes. I will update quiz questions based on recent research and new text editions.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - IDEA 2004 (Pl 108-446) and its impact on special education. - Discuss and understand IDEA 2004 (Pl 108-446) and its impact on special education. (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	**Assessment Measure:** • Quiz #3 • Exam #1 • Essay/Discussion Board #1 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #3: Average Score – 19; High Score – 20; Low Score – 14; 10 Submissions Discussion Board: Average Score – 50; High Score – 50; Low Score – 50; 10 submissions Exam #1: Average Score – 75, High Score – 75; Low Score – 75; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	10/22/2014 - I will update quiz questions based on recent research and new text editions. I will reduce the number of essay questions per week, or give the students a choice of completing 5 essay questions out of a group of 8. I will continue to grade stylistics in writing while providing recommendations through feedback.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Describe essential	**Assessment Measure:** • Quiz #4	10/22/2014 - Quiz #4: Average Score – 19; High Score – 20; Low Score – 16; 10 Submissions	

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elements birth through five years of age. - Describe essential elements of an inclusive program for children birth through five years of age. (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	• Exam #1 **Assessment Measure Category:** Exam **Criterion:** N/A	Exam #1: Average Score – 75, High Score – 75; Low Score – 75; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	10/22/2014 - Listed Above.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Describe types of children referred to as typical, atypical, developmentally delayed, and gifted. - Describe types of children referred to as typical, atypical, developmentally delayed, and gifted. (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	**Assessment Measure:** • Quiz #5 • Exam #1 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #5: Average Score – 19; High Score – 20; Low Score – 16; 10 Submissions Exam #1: Average Score – 75, High Score – 75; Low Score – 75; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	10/22/2014 - Listed Above.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Distinguish between developmental sequences and developmental milestones in each of the areas: motor, social, cognitive, and language development - Distinguish between developmental sequences and developmental milestones in each of the areas: motor, social, cognitive, and language development (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	**Assessment Measure:** • Quiz #6 • Essay/Discussion Board #2 • Exam #2 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #6: Average Score – 19; High Score – 20; Low Score – 12; 10 Submissions Discussion Board #2: Average Score – 49; High Score – 50; Low Score – 40; 10 submissions Exam #2: Average Score – 58, High Score – 75; Low Score – 0; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	10/22/2014 - The Discussion Board Discussions have been extremely successful in this course. The majority of the students scored high on the Discussion Board Rubric by following the required Discussion Board Guidelines. I have no plans to change the format or content of the questions in the future. A few of the students failed to respond to three other students. The outcome of their score was lower as this requirement is one of the main components of the assignment.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Discuss and practice the role of the early childhood teacher in the IFSP/IEP process. - Discuss and practice the role of the early childhood teacher in the IFSP/IEP process. Summarize (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019	**Assessment Measure:** • Quiz #8 • Exam #2 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #8: Average Score – 19; High Score – 20; Low Score – 14; 10 Submissions Exam #2: Average Score – 58, High Score – 75; Low Score – 0; 9 submissions **Criterion Met:** N/A	10/22/2014 - Some of the students noted that they struggled with understanding the procedures for writing an IFSP/IEP. Next fall, I plan to provide the student with actual IFSP/IEP examples with the names blocked out for confidentiality purposes. In addition, I will research

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Start Date: 10/22/2014 **Course Outcome Status:** Active		**Reporting Period:** 2013-2014	reputable sites to access IFSP/IEP.
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Describe strategies that teachers can use to facilitate inclusive learning experiences for children with vision loss, hearing impairments, physical disabilities and learning and behavior disorders. - Describe strategies that teachers can use to facilitate inclusive learning experiences for children with vision loss, hearing impairments, physical disabilities and learning and behavior disorders. (Created By Courses (EDU) - Early Childhood Ed)	**Assessment Measure:** • Quiz #9 • Exam #3 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Quiz #9: Average Score – 19; High Score – 20; Low Score – 14; 10 Submissions Exam #3: Average Score – 71, High Score – 75; Low Score – 50; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	
Next Assessment: 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active			
Courses (EDU) - Early Childhood Ed - ECE 200 - The Exceptional Child - Define the concept of enablement and empowerment in relation to working with families. - Define the concept of enablement and empowerment in relation to working with families. (Created By Courses (EDU) - Early Childhood Ed) **Next Assessment:** 2018-2019 **Start Date:** 10/22/2014 **Course Outcome Status:** Active	**Assessment Measure:** • Quiz 10 • Exam #3 **Assessment Measure Category:** Exam **Criterion:** N/A	10/22/2014 - Exam #3: Average Score – 71, High Score – 75; Low Score – 50; 10 submissions **Criterion Met:** N/A **Reporting Period:** 2013-2014	11/03/2014 - I plan to include the same outcomes for next year, yet be more focused in developing essays that align with the outcomes. I feel that I included a few "busy work" questions which will be excluded next semester. The majority of the students completed the quizzes, exams and discussion board assignments in a timely manner. They reported that they liked the structure of the course, the text, the instructor and the content. However, they requested that essays be broken down into 6 exams instead of three. I will follow-through with administering more exams with less questions in the fall. The students who completed the course met all course outcomes. See grade distribution in Column 2. 10 students completed the class. 6 students received "A's." 1 student received an "A-." 1 student received a "B." 1 student received a "B+." 1 student received a "C." In my opinion, the students met the course outcomes. To begin the on-line course, the

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			students were expected to read the syllabus, follow the on-line learning modules and then complete the sequence of required assignments weekly. I administered a 10 question quiz worth 20 points on each chapter to ensure that the students were reading their material. The students were given a set of essay questions covering weekly content. These weekly questions made up the entirety of each exam and were given in advance. This gave students the opportunity to review, research and thoughtfully answer the questions for each exam in a progressive manner. The exams are very rigorous and require a great deal of critical thinking. In the future, I will continue to offer the course content in the same format. For future planning, I will limit the essay questions to 15 to 20 per exam. Most of the exams that I received were 20 to 30 pages long. I think my expectations were too high. In addition, the exams entailed endless hours of grading.