



Course Assessment Report - 4 Column

Great Basin College

Courses (EDU) - EDSP

Course Outcomes 1 and ctu.unitid = 802	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>EDSP 301 - Education Excptl Child - Preservice teachers-special education history, legislation, and Nevada resources - Preservice teachers will understand special education history, legislation, and Nevada resources measured with assessment and class discussion.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Mid-Term assessment Case studies Final exam</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All of the outcomes were assessed within the following four ways: The mid-term assessment was a content based objective test using multiple choice scenarios and short written responses to determine content and application. .Z As. 4 Bs. 1 C.</p> <p>The case studies addressed the application of content in real-world role play. The students directed the meetings and had to determine a consensus recommendation for the scenarios based on real student case studies using the content learned in class. The recommendations were then compared to the actual results. 100% participation, 100% eventual consensus and real world recommendation alignment. Students wrote a written reflection of an observation of a special needs student in the classroom, 504 meeting, and or IEP meeting when available. 7As</p> <p>The final assessment was an essay exam where the students needed to annlv the content. 6 As. I A-</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>10/28/2015 - The students in this course were successful with this format. I would like to use the same format for the next class. The change in instruction that I would consider would be the inclusion of more case studies and possibly bring in outside speakers to validate the roles of the participants. The rest of the data based on the assessments indicates that this format is working.</p> <hr/>
<p>EDSP 301 - Education Excptl Child - Preservice teachers will identify the significant factors in characteristics - Preservice teachers will identify the significant factors in characteristics of exceptionalities, speech and language impairments, learning disabilities, students with ADHD, emotional or behavioral disorders, intellectual disabilities, physical and health disabilities, hearing impairments, visual impairments, Autism spectrum disorder, low incidence and gifted topics, and issues in special education evidenced by assessment and class discussion using case studies.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Mid-Term assessment Case studies Final exam Reflection paper</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All of the outcomes were assessed within the following four ways: The mid-term assessment was a content based objective test using multiple choice scenarios and short written responses to determine content and application. 2 As, 4 Bs, 1 C.</p> <p>The case studies addressed the application of content in real-world role play. The students directed the meetings and had to determine a consensus recommendation for the scenarios based on real student case studies using the content learned in class. The recommendations were then compared to the actual results. 100% participation, 100% eventual consensus and real world recommendation alignment. Students wrote a written reflection of an observation of a special needs student in the classroom, 504 meeting, and or IEP meeting when available. 7 As</p> <p>The final assessment was an essay exam where the students needed to apply the content. 6 As, 1 A-</p> <p>Criterion Met: N/A</p> <p>Reporting Period:</p>	<p>10/28/2015 - The students in this course were successful with this format. I would like to use the same format for the next class. The change in instruction that I would consider would be the inclusion of more case studies and possibly bring in outside speakers to validate the roles of the participants. The rest of the data based on the assessments indicates that this format is working.</p> <hr/>

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		2014-2015	
<p>EDSP 301 - Education Excptl Child - Student Study Process - Preservice teachers will demonstrate understanding of the Student Study Process, 504 process, IEP process, and RTI process through assessment and class discussion with case studies.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Mid-Term assessment Case Studies in group setting Observation of classroom with special needs students. Final exam</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All of the outcomes were assessed within the following four ways: The mid-term assessment was a content based objective test using multiple choice scenarios and short written responses to determine content and application. 2 As. 4 Bs. 1 C</p> <p>The case studies addressed the application of content in real-world role play. The students directed the meetings and had to determine a consensus recommendation for the scenarios based on real student case studies using the content learned in class. The recommendations were then compared to the actual results 100% participation, 100% eventual consensus and real world recommendation alignment. Students wrote a written reflection of an observation of a special needs student in the classroom, 504 meeting, and or IEP meeting when available. 7As</p> <p>The final assessment was an essay exam where the students needed to apply the content. 6As, 1A-</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>10/28/2015 - The students in this course were successful with this format. I would like to use the same format for the next class.</p> <p>When possible, students are encouraged to attend a Student/Child study meeting in schools with permission. This emphasis I would add. I will confirm with principals the feasibility.</p>
<p>EDSP 301 - Education Excptl Child - Articulate strategies - Preservice teachers will articulate strategies for research based instruction and support in the regular classroom for individuals with disabilities through case studies and final assessment.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 11/03/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Case studies in group setting with problem solving to determine recommendations with role play. Final exam.</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: NA</p>	<p>11/03/2015 - The case studies addressed the application of content in real-world role play. The students directed the meetings and had to determine a consensus recommendation for the scenarios based on real student case studies using the content learned in class. The recommendations were then compared to the actual results. 100% participation, 100% eventual consensus and real world recommendation alignment. 7 As</p> <p>The final assessment was an essay exam where the students needed to apply the content. 6 As, 1 A-</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>11/03/2015 - The students in this course were successful with this format. I would like to use the same format for the next class. The format promotes learning from each other and continued practice in real-work situations. By measuring this also in the final exam essay, the communication individually demonstrates that students are able to articulate strategies.</p>
<p>EDSP 301 - Education Excptl Child - Observe students with special needs - Preservice teachers will observe students with special needs in the regular classroom during field service experiences and reflect in writing.</p> <p>Next Assessment: 2020-2021</p>	<p>Assessment Measure: Reflection of observation experience</p> <p>Assessment Measure Category: Observation</p> <p>Criterion: NA</p>	<p>11/03/2015 - Students wrote a written reflection of an observation of a special needs student in the classroom, 504 meeting, and or IEP meeting when available. 7 As</p> <p>The final assessment was an essay exam where the students needed to apply the content. 6 As, 1 A-</p> <p>Criterion Met:</p>	<p>11/03/2015 - Students expressed a connection from the classroom content in this course to the actual practice in the schools. Students are successful in observing the practices and recognizing characteristics in this manner.</p>

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<p>Start Date: 11/03/2015</p> <p>Course Outcome Status: Active</p>		<p>N/A</p> <p>Reporting Period: 2014-2015</p>	<p>11/03/2015 - The dynamics of the interest of the students, the engagement in the process, and the relevance to the classroom for these pre-service teachers made this course successful for these students.</p>