

**Course Level Assessment
Fall 2008**

PSY 219 The Exceptional Child

January 2009

Approved by LOT March 16, 2009

Submitted by Debra H. Backus

The purpose of this report is to present the methodology and findings for the course level assessment of The Exceptional Child (PSY 219). The Exceptional Child serves as an Area of Emphasis requirement for the Associate in Applied Science: Early Childhood Development, Early Childhood Development: Technical Studies, Early Childhood Development: Occupational Development and is required for the paraprofessional in Education Certificate Program. This course introduces the student to the exceptionalities that occur in the development of children. The class offers materials on children with exceptional needs, including emotional, social, and behavioral needs; physical, mental, and sensorial; those with specific learning difficulties; and the gifted. In addition, the class provides referral sources for diagnosing, treating, and educating children with exceptionalities. To assure that The Exceptional Child is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes.

Methodology

The Exceptional Child course outcomes were chosen by the faculty and administered as a part of the final examination, fall 2008. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct response. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may

also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the fall 2008 semester, four course learning outcomes were selected for assessment in The Exceptional child. The target learning outcomes include:

- Outcome 1: Assess the importance of play in early childhood
- Outcome 2: Define hearing impairment
- Outcome 3: Define visual impairment
- Outcome 4: Define Spina Bifida

To assess these learning outcomes, standard questions were administered in the course as a part of the final examination. All students enrolled in the course completed the standard questions. Nine (9) students were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent and number of students selecting the correct response for each indicator and the percent and number of incorrect responses for each indicator. Findings from the data for each outcome are presented in the results section of this report.

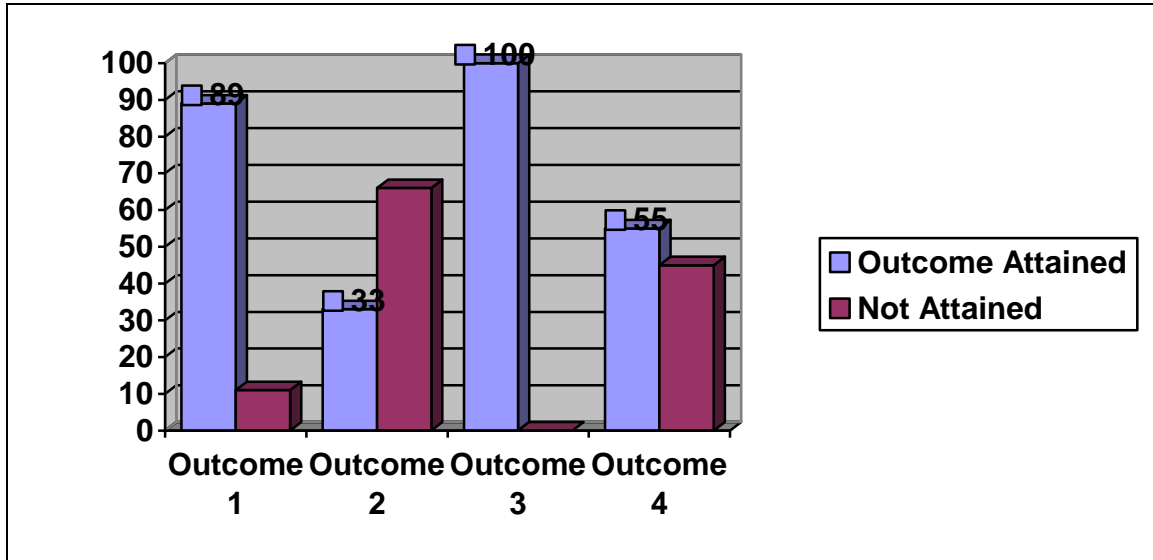
Learning Outcome	Indicator
Outcome 1: Assess the importance of play in early childhood	Play is very important for young children in many areas of learning because it is primarily through play that children learn about the social function of their _____. a. parents b. behavior c. siblings d. teachers
Outcome 2: Define hearing impairment	A hearing impairment exists in children when they have great difficulty developing speech and language because they are unable to hear and imitate ____ sounds and receive no auditory feedback as they attempt to speak. a. speech b. natural c. signal d. nonsense
Outcome 3: Define visual impairment	A child who is visually impaired can reverse pronouns and refer to themselves as “you” and call another person _____. a. “I” or “me” b. “it” c. “she” d. “he”
Outcome 4: Define Spina Bifida	Spina bifida is a typical example of an injury to the central nervous system that is _____. a. static b. fluctuating c. rare d. infectious

Figure 1: Assessed Outcomes and Indicators

Results

Based on the existing data, two of the four learning outcomes were met at the minimum performance standard (See Table 1). Eighty-nine percent (8) of the students successfully completed the identified indicator for Learning Outcome 1. Thirty-three percent (3) of the students successfully completed the identified indicator for Learning

Outcome 2. One hundred percent (9) of the students successfully completed the identified indicator for Learning Outcome 3. For Outcome 4, fifty-five percent (5) of the students successfully completed the identified indicator.



Conclusion and Action Plan

In conclusion, this course level assessment of The Exceptional Child finds that two outcomes were met at or above the minimum performance standard of 80%. The plan is to assess the course over time to establish a larger sample size prior to introducing changes in the course.

The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. No changes will be made to the course outcomes based on this assessment. During the next assessment cycle, additional indicators will be chosen to broaden the student learning outcomes assessment process. Faculty will continue to provide input as to which outcomes to

monitor and recommendations for course revision will be utilized in future course level assessments.

The plan is to continue the study of this course during fall semester 2009. The four outcomes and indicators chosen by the faculty will be assessed in all sections of The Exceptional Child to provide a broader sample of student learning outcomes.

Attachment A: Master Course Record Form

**Eastern WV Community & Technical College
Master Course Record**

Course Prefix and Number: PSY 219
Course Title: The Exceptional Child
Recommended Transcript Title (if over 40 characters) The Exceptional Child
Date Approved/Revised: June 21, 2005
Credit Hours: 3 Contact hours per week (Based on 15 week term): Lecture: 3 Lab:
Prerequisite: PSY 200 or permission of the Dean for Academic Services Corequisite: Pre/Corequisite:
Grading Mode: Letter
Catalog Description: Introduces and sensitizes the student to the exceptionalities that occur in the development of children. It offers material on the disturbed (emotional, social, and behavioral); the handicapped (physical, mental, and sensorial); those with specific learning difficulties; and the gifted. In addition, it presents referral sources for diagnosing, treating, and educating these exceptionalities.
Course Outcomes: <ol style="list-style-type: none">1. Identify the theories of the causes of unacceptable behavior2. Describe the methods of developing acceptable behaviors3. Describe the methods of changing unacceptable behaviors4. List several methods of direct guidance5. List several methods of indirect guidance6. Identify the child's expectations found in his/her behavior7. Distinguish between a child's misbehavior and mistaken behavior8. Describe the influence of modeling by peers and adults9. List ways of implementing short term goals10. List ways of implementing long term goals11. Describe the ways in which self-discipline develops12. Describe the various ways that a child's social world impacts his/her behavior13. Define mental retardation14. Discuss learning disabilities15. Describe communication disorders16. Define behavior disorders17. List four types of behavioral disorders18. Describe the several ways that early intervention is helpful19. Define gifted child20. Analyze the negative side of labeling21. Define this area through law and court decisions22. Discuss the Individuals With Disabilities Education Act (IDEA)23. Define mainstreaming

24. Analyze the referral process
25. Assess ways of improving teacher attitudes and teaching techniques
26. Define screening
27. Analyze the importance of formal screening instruments
28. Assess the importance of play in early childhood
29. Analyze the importance of focusing on minority groups in the education curriculum
30. Identify the ways that a child is labeled “gifted”
31. Define the underachieving student
32. Identify the child with a disability who is gifted
33. Discuss the way children hear
34. Define hearing impairment
35. List four (4) ways of language development that can be used with a child with severe hearing impairments
36. List three (3) ways one would include a child with a hearing impairment in a classroom discussion
37. Define visual impairment
38. Define autism
39. Define Spina Bifida
40. Describe the characteristics of a child with autism
41. List three (3) ways to assist a child who is having an epilepsy seizure
42. Describe some severe and multiple disabilities
43. Describe several ways of teaching a child with severe and multiple disabilities
44. Design a curriculum for one of the exceptional children mentioned in the text

Implementation Cycle: Fall

Role in College Curriculum: (Check all that apply)

- General Education Core (Specify category)
- Technical Core (Specify Program)
- Restricted Elective (Specify Program) Early Childhood Development
- General Elective

Course Fee: None

Instructor’s Qualifications: Master’s degree with 18 hours in education of special needs children or early childhood development.

Expanded Course Description This course is intended to be an introduction for students who will be working with preschool children with special needs. Included are an overview of normal child development and a comparison/contrast to development in children with special needs. Material covered will include an overview of various types of resources and services such as programs, equipment, and organizations available to special needs children and families as well as practical applications for child care providers.

Lectures, group assignments, class discussion, video clips, guest lecturers, projects, student presentations, and other methods with emphasis on class participation will be the main instructional procedures for this course.

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**Appendix B:
Summary of Outcomes, Indicators, Performance Standards and Results**

Course Level Assessment Fall 2008 PSY 219 the Exceptional Child				
Learning Outcome	Indicator (Questions from final exam Fall 2008)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)
Outcome I: Assess the importance of play in early childhood.	Play is very important for young children in many areas of learning because it is primarily through play that children learn about the social function of their _____. a. parents b. behavior c. siblings d. teachers	89% (8)	11% (1)	Yes
Outcome II: Define hearing impairment.	A hearing impairment exists in children when they have great difficulty developing speech and language because they are unable to hear and imitate ____ sounds and receive no auditory feedback as they attempt to speak. a. speech b. natural c. signal d. nonsense	33% (3)	66% (6)	No
Outcome III Define visual impairment.	A child who is visually impaired can reverse pronouns and refer to themselves as “you” and call another person _____. a. “I” or “me” b. “it” c. “she” d. “he”	100% (9)	0% (0)	Yes
Outcome IV: Define Spina Bifida.	Spina bifida is a typical 4example of an injury to the central nervous system that is _____. a. static b. fluctuating c. rare d. infectious	55% (5)	44% (4)	No