

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Course Outline

Course Title: Foundations in Assessment & Special Education
Submitted By: Dawn Olson
Semester Course Prefix and Number: TAIA 2202
Approval Date:
Old Quarter Course Prefix and Number: EDAS 2202 & 2204
Revision Date: October 2009
Number of Credits: 4
Number of Lecture Credits: 4
Semester(s) Offered:
Number of Lab Credits:
Number of Lab Hours:
Class Size: 35
Number of Studio/Demonstration/Internship Credits:
Negotiated by AASC on:
(date)

Course Purpose Code:

- 0 - Developmental Courses
1 - Non-transferable
X 2 - Technical course related to career programs
3 - College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
4 - Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
5 - Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
9 - Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This course explores the purpose of designing student learning outcomes as well as introduces multiple modes of assessment methods in order to measure student learning. In addition, it provides an overview of Special Education laws in the United States as well as defines the role of the Paraprofessional on the education team.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):
Reading Prerequisite:
Composition Prerequisite:
Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:

Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- 0. None
1. Communications
2. Critical Thinking
3. Natural Sciences
4. Mathematical/Logical Reasoning
5. History and the Social and Behavioral Sciences
6. The Humanities and Fine Arts
7. Human Diversity
8. Global Perspectives
9. Ethical and Civic Responsibility
10. People and the Environment

Learning Outcomes: (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Define the following: learning outcomes, assessment, evaluation, assessment tools, mainstreaming, integration, inclusion, child first language, assistive technology, IEP, and IFSP
- Describe how assessment enhances student learning and evaluate the strengths and limitations of each
- Identify three different assessment tools
- Differentiate between personal perception/bias and fact
- Explain the process of pre-referral through the student receiving Special Education services
- Articulate 13 categories of disabilities as defined by the Individuals with Disabilities Act
- Present ten Special Education resources for educators, parents or students
- Demonstrate how to make accommodations for three different types of disabilities

Student Assessment Methods:

- Interviews
- Observations
- Demonstration
- Power Point Presentation
- Research Paper scored using the Writing Skills Rubric
- Quizzes & Exams

Use of Instructional Technology: (includes software, interactive video and other instructional technologies):

D2L Instructional Format
Power Point

Outline or Statement of Major Course Content:

- Defining Assessment
- Types of Assessment
- Developing observation and recording skills
- Referral Process
- The Multi-Disciplinary Evaluation Team
- IEP, IHP & IFSP
- Role of the Paraprofessional
- Special Education Laws
- Diagnosed Disabilities
- Mainstreaming, Integration, and Inclusion
- Instructional Strategies and Classroom Accommodations that Work

Additional Special Information: (special fees, directives on hazardous materials, etc.)

Transfer Information: UMD Unified Early Childhood Studies Articulation Agreement equivalent to SpEd 4433 Foundations in Special Education

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Administrative Office

Copies: Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

Revised: May 2009