EX 317 Syllabus
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education
Title of Course: Assessment and Techniques of Teaching Children with Exceptionalities
Date: Fall 2015

Please check: Revised

Instructor:
E-mail:
Office:
Phone:

Office hours:

Class Meeting Times/Days/Location:

I. Catalog Description: Introduction/application of assessment/evaluation processes and application of information in the development of Individualized Education Programs. (3 hours credit)

II. Prerequisite: Admission to teacher education program; EX 311: Introduction to Children with Exceptionalities

III. Purposes or Objectives of the Course:

The teacher candidate will demonstrate the knowledge base and skills necessary to:

A. calculate descriptive statistics, interpret commonly used standard scores for describing an individual’s test performance relative to a normative population, and effectively communicate results to all stakeholders

B. describe general procedures for administration, scoring, and interpretation of individually administered tests, checklists, and rating scales typically used in the special education process including strategies for using technology, the principles of universal design for learning (UDL), and procedures to avoid bias during the assessment process

C. apply knowledge for selecting, adapting, and modifying assessments for students with exceptionalities including those who are nonverbal and those who are English language learners

D. identify events and influences shaping appraisal requirements imposed by law and litigation including the controversy associated with the use of tests for members of ethnic and minority populations and those who live in poverty
E. describe and interpret all stages of the evaluation process model and use IDEA (Individuals with Disabilities Education Improvement Act) eligibility criteria to diagnose children and students with exceptionalities

F. make a logical transition from theoretical constructs, assessment procedures, and special education eligibility criteria to a practical application for planning and writing individualized education programs

IV. Student Learning Outcomes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe general procedures for administration, scoring, and interpretation of individually administered tests, checklists, and rating scales typically used in the special education process including strategies for using technology, the principles of universal design for learning (UDL), and procedures to avoid bias during the assessment process</td>
</tr>
<tr>
<td>2.</td>
<td>Describe and interpret all stages of the evaluation process model and use IDEA (Individuals with Disabilities Education Improvement Act) eligibility criteria to diagnose children and students with exceptionalities</td>
</tr>
<tr>
<td>3.</td>
<td>Make a logical transition from theoretical constructs, assessment procedures, and special education eligibility criteria to a practical application for planning and writing individualized education programs including prioritizing areas of the general curriculum</td>
</tr>
</tbody>
</table>

V. Expectation of the Students

Students will be expected to complete the following course requirements:

A. complete all assigned readings and assignments and submit on time

B. participate in class discussions (or forums) and activities

C. administer and score a standardized academic achievement test

D. complete an individualized education program

E. demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course
VI. Course Content or Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational concepts in special education assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods and considerations of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laws, ethics, issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definitions and eligibility criteria for disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>IEP development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam Meeting Date / Time: TBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VII. Textbook and/or Required Readings:

VIII. Basis for Student Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Administration of academic achievement test</td>
<td>25%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Develop individualized education program</td>
<td>30%</td>
<td>Week 15</td>
</tr>
<tr>
<td>Units Exams</td>
<td>25%</td>
<td>Periodically</td>
</tr>
</tbody>
</table>

IX. Grading Scale

100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
59% and below = F

Teacher candidates must receive a C or higher in this course.

X. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.
XI. Civility
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

XII. Academic honesty
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.
XIII. Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Dept. of Elementary, Early, and Special Education.

XIV. Potential Readings and Resources


