

COURSE APPROVAL DOCUMENT

Southeast Missouri State University
Course No. EX 317

Department: Elementary, Early & Special Education
Title of Course: Assessment and Techniques of Teaching
Children with Exceptionalities

Date: Sept. 25, 2014

Please check: Revision

- I. Catalog Description (Credit Hours of Course): 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 a 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 (Minimum of 3):

<p>1. 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</p>	<p>Measurement : Overall performance on unit pertaining to administration/scoring of academic achievement tests</p>
<p>2. 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</p>	<p>Measurement : referral process/criteria activity</p>
<p>3. 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</p>	<p>Measurement: Unit on development of IEP</p>

V. Optional departmental/college requirements: MoSPE and CEC Standards Alignment

Course Objective	DESE MoSPE QI	CEC
Foundational concepts in special education assessment	7C2,5	4.2,4.3,7.1,7.3
Academic assessments	7C1,3	4.1,4.2,4.3,5.2
Methods and considerations of assessment	7C1,3-4	4.1,4.2,4.3,4.4,6.3
Laws, ethics, issues	7C4	6.1,6.2
Definitions and eligibility criteria for disabilities	7C2	4.2,6.1,6.2
IEP development	7C1-6;9C2	1.2,4.2,4.3,4.4,7.1,7.2,7.3

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Topic	Course Hours
Foundational concepts in special education assessment	4
Academic assessments	12
Methods and considerations of assessment	3
Laws, ethics, issues	6
Definitions and eligibility criteria for disabilities	7
IEP development	13
Total	45

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

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Approved by Academic Council, April 1, 2014 Revision: April 1, 2014