



Sul Ross State University
Department of Education

Instructor: Heidi Wassermann, M.Ed.

Phone: 432-294-3031 (Cell)

Email: hwassermann@sulross.edu (Best method of contact)

Office Hours: By appointment (no campus office)

Virtual Office Hours: As requested by student, by appointment

ED 5323, Appraisal of Educational Disabilities, Spring 2017

Text:

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (8th ed.).
Boston, MA: Pearson Education, Inc.

Loose Leaf Version ISBN: 978-0-13-385641-5

E-text ISBN: 978-0-13-401955-0

Loose Leaf with Access Card for online interactive material ISBN: 978-0-13-384-659-1

Description:

The focus of this course is on developing the expertise necessary to fulfill the TEA requirements leading to professional certification as an Educational Diagnostician. Students will learn about administering and scoring standardized tests used by Educational Diagnosticians to identify educational disabilities. Students will learn how to apply test results to design appropriate instruction and services. Students will examine current trends in programs designed for early identification and intervention of possible educational disabilities. Factors involved in multicultural assessment will be addressed. In addition, students will identify and employ appropriate instruments to assess transition/vocational needs of teenagers/young adults with disabilities.

ED 5323 will address the following Student Learning Outcomes (SLOs):

The beginning diagnostician is able to:

- Articulate the purpose of evaluation procedures and their relationship to educational programming.
- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

TExES Competencies for Educational Diagnosticians Addressed through course activities and assigned readings:

Standard II The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard IV The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard X The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

Meeting Days:

We will meet online Sunday, January 29th, from 1 – 5 pm and Sunday, February 26th, from 1 – 5 pm. Instructions for logging into our online classroom will be posted on Blackboard.

Course Policies:

Late or Missing Assignments: Educational Diagnosticians do not have the luxury of missing deadlines that are mandated by Federal and State law. It is tempting to state that assignments will not be accepted after their due date. However, every semester presents extenuating circumstances that make this rule difficult to enforce. For this class, points totaling *one full letter grade* will be deducted from all late assignments.

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Submissions: All work should be double-spaced and in APA style, Times New Roman, 12-point font. As a Diagnostician, you will write many reports. Your reports *change lives*. Given the substantial impact of your reports, your writing in this class needs to meet the following criteria:

1. Your ideas should be understood by everyone who reads the report, including parents and students. Do not use jargon. Do not talk “over people’s heads.” Do not use abbreviations.
2. Your ideas should be succinct, yet thorough.
3. Your writing should be grammatically correct, free of spelling errors and include citations/references when appropriate.

4. Your writing should always be respectful of the student, parents, and teachers. Your ideas should be written with objectivity, without blame or judgement.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;
- Copying from professional works (including our text) and Internet sites without citation.

Course Expectations:

Graduate students are expected to demonstrate professionalism. Professionalism is shown when students: (a) attend class sessions on time; (b) are prepared for class discussions; (c) attend to class discussions; (d) are flexible to schedule changes; (e) respect the opinion, and rights of others (f) and cite work appropriately, including the text.

Each student is expected to attend our online classes and be on time. To be counted as present in class, a student must remain through the entire class. Any student arriving thirty or more minutes late will be considered absent for that class period. **Points will be deducted from the final grade for each absence.** Please contact your instructor if you have unusual circumstances that prevent you from attending class. **Please be aware that attendance is critical to success in this class.**

Individualized instruction is available upon request with the instructor of the course. Because our online interaction is limited, it is highly recommended that you contact the instructor to request an additional session when needed.

Blackboard:

This course is web-enhanced which means we will be using Blackboard (or another alternative). Grades will be calculated and posted to Blackboard, as well as announcements related to due

dates, meeting dates, assignments, etc. Therefore, it is very important that you are familiar with Blackboard. Attendance points for online weekends will only be awarded to those students who log into Blackboard that weekend and read announcements and complete assignments. Please contact me if you have problems logging on or accessing the course.

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Sul Ross Email:

At times it is necessary to communicate with individual students. This will be done through your Sul Ross email account. Check your Sul Ross email account multiple times each week.

Course Grading:

Please monitor your My Grades area in Blackboard for grades on assignments.

A 702 - 780

B 624 - 701

C 546 - 623

D 468 - 545

Required Readings:

- The Overton Text
- Individual Education Program (IEP) Annual Goal Development, Question & Answer Document, Education Service Center, Region 20, Updated November 11, 2015.
<http://programs.esc20.net/users/files/PGC/iepQA11172015.pdf>
- Grading and Progress Monitoring for Special Education Students, Education Service Center, Region 20, 2015
<http://www.esc20.net/users/0045/docs/AGC/GradingandProgressMonitoring.pdf>
- Notice of Procedural Safeguards (April, 2016)
https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Specific Course Requirements:

Discussion Boards.....11	Discussion Boards.....5 points each/55 points
Assignments.....4	Assignments.....50 points each/200 points
Participation.....	Discussion Boards, Online Meetings.....100 points
Quizzes.....13	Quizzes.....25 points each/325 points
Midterm.....1	Midterm.....50 points
Final Exam.....1	Final Exam.....50 points

Total Available Points: 780

Discussion Boards do not require a specific number of responses but I encourage you to discuss ideas and questions you may develop after reading what your classmates post. I have disabled the ability to attach files. You do have the ability to edit/correct your posts after they are published. Your discussion board post (not your responses to classmates) is worth 5 points. Obtaining all 5 points requires correct grammar, spelling, punctuation, citations and references. The ideas you post to the discussion boards will receive participation points. I have the following rubric in mind when awarding points for discussion board posts:

- a. Student met timelines for posting
- b. Student presented pertinent/meaningful ideas for discussion
- c. Student responded meaningfully to classmates; presented a different perspective or meaningfully added to the post's original concept
- d. Student demonstrates understanding of the material; material is re-stated in the student's own words rather than reiterating material directly from the text

- e. Student demonstrates past experience or projects future experience with the material; student has identified ways material could improve or impact current or future work environment

Assignments will be submitted through Blackboard. Click on the Assignment button, click on the assignment number, and then write or upload your assignment. Fellow students will not view each other's completed assignments.

Participation points will be awarded based on attendance at online meetings, regular monitoring of Blackboard, reliably checking and answering your Sul Ross email, and the quality of your discussion board posts.

ED 5323 Schedule of Meetings and Assignments
Assignments Are Due Central Time

Date	Read	To Do	Assignment Due
Week 1 1/17 – 1/22	Chapter 1 Introduction	Discussion Board 1 (RTI) Chapter 1 Quiz	1/22, 11:59 pm 1/22 11:59 pm
Week 2 1/23 – 1/29	Chapter 2 Laws, Ethics, and Issues	Online live meeting (directions for entering virtual classroom will be posted on Blackboard) Assignment 1 Chapter 2 Quiz	Sunday 1/29, 1 – 5 pm 1/29 1159 pm 1/29, 11:59 pm
Week 3 1/30 – 2/5	Chapter 3 Descriptive Statistics	Discussion Board 2 (Responsibility) Discussion Board 3 (Statistics) Chapter 3 Quiz	2/5, 11:59 pm 2/5, 11:59 pm 2/5, 11:59 pm
Week 4 2/6 – 2/12	Chapter 4 Reliability and Validity	Discussion Board 4 (Reliability/Validity) Chapter 4 Quiz	2/12, 11:59 pm 2/12, 11:59 pm
Week 5	Chapter 5	Discussion Board 5	2/19, 11:59 pm

2/13 – 2/19	An Introduction to Norm-Referenced Assessment	(Reflect on Chapter) Chapter 5 Quiz	2/19, 11:59 pm
Week 6 2/20 – 2/26	Chapter 6 Curriculum-Based Assessment and Other Informal Measures	Online Meeting Assignment 2 Chapter 6 Quiz	Sunday 2/26, 1 – 5 pm 2/26, 11:59 pm 2/26, 11:59 pm
Week 7 2/27 – 3/5	Chapter 7 Response to Intervention and Progress Monitoring Individual Education Program (IEP) Annual Goal Development, Question & Answer Document Grading and Progress Monitoring for Special Education Students Document	Discussion Board 6 (Progress Monitoring SPED students) Chapter 7 Quiz	3/5, 11:59 pm 3/5, 11:59 pm
Week 8 3/6 – 3/12	Review Chapters 1 – 7, our online discussions, your reflections and discussion board posts. Use this week to make information, presented thus far, meaningful rather than random facts. Put the information into context that will be useful to you as a Diag.	Midterm	3/12, 11:59 pm
Week 9 3/20 – 3/26	Chapter 8 Academic Assessment	Assignment 3 Chapter 8 Quiz	3/26, 11:59 pm 3/26 11:59 pm

Week 10 3/27 – 4/2	Chapter 9 Assessment of Behavior	Assignment 4 Chapter 9 Quiz	4/2, 11:59 pm 4/2, 11:59 pm
Week 11 4/3 – 4/9	Chapter 10 Measures of Intelligence and Adaptive Behavior	Discussion Board 7 (Definition of Intelligence) Chapter 10 Quiz	4/9, 11:59 pm 4/9, 11:59 pm
Week 12 4/10 – 4/16	Chapter 11 Special Considerations of Assessment in Early Childhood	Discussion Board 8 (LRE for wee ones) Chapter 11 Quiz	4/16, 11:59 pm 4/16, 11:59 pm
Week 13 4/17 – 4/23	Chapter 12 Special Considerations of Transition	Discussion Board 9 (Transition) Chapter 12 Quiz	4/23, 11:59 pm 4/23, 11:59 pm
Week 14 4/24 – 4/30	Chapter 13 Interpreting Assessment for Educational Intervention	Discussion Board 10 (Report Writing) Chapter 13 Quiz	4/30, 11:59 pm 4/30, 11:59 pm
Week 15 5/1 – 5/3		Discussion Board 11 (Summary)	5/3, 11:59 pm
Finals Week 5/8 – 5/10		Final Exam	Due 5/8 11:59 pm

ADA Accommodations:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services

Ferguson Hall, Room 112

P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832

Telephone: 432-837-8691.

E-mail: mschwartz@sulross.edu

Tobacco Policy:

Smoking is only permitted in designated areas on campus. No smoking or tobacco allowed in the buildings.

Electronic Equipment Policy:

Use of cell phones and/or pagers or any other electronic communication device is prohibited during class time. **Please be respectful of the instructor and your peers and refrain from texting in class. You will be provided with frequent breaks and you may use your cell phone at that time.*

The **Graduate Student Center**, located in BAB 104, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance by contacting sabra.laviers@sulross.edu or calling 432-837-8247.

This course syllabus is intended to be a guide and may be amended with adequate notice from the professor as necessary with appropriate notification to the students.