



## Sul Ross State University Department of Education

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**Office Hours:** By appointment

**Virtual Office Hours:** As requested by student, by appointment

### **ED 5323, Appraisal of Educational Disabilities, Fall 2018**

**Text:** The following text book and resource guide are required-

Sattler, J. (2014). *Foundations of behavioral, social, and clinical assessment of children* (6<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler.

Sattler, J. (2014). *Resource guide to accompany foundations of behavioral, social, and clinical assessment of children* (6<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler.

(These can be purchased together with the following ISBN: 978-0-9702671-2-2)

#### **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, September 16<sup>th</sup>, 1 – 4 pm; Sunday, October 7<sup>th</sup>, 1 – 4 pm, and Sunday, November 4<sup>th</sup>, 1 – 4 pm.

**Course Policies:**

*Attendance Policy:* You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to log into 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 may result in the student being dropped from the course by the professor.

Each student is expected to attend all online classes and to 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.

*Submitting Assignments:* Students should submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

*Assignment Format:* All work should be double-spaced and typed in APA style, Times New Roman, 12-point font.

You will write reports as an Educational Diagnostician that will change lives. What you write and how you write it are very important on the job and your writing will be critiqued in this class. Your writing needs to meet high standards. Everything you write in this class—whether it's an email to me, a discussion board, an assignment, or a response to an essay test question—should meet the following criteria:

1. 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. Citations are required when you use material from our text.
4. Your writing should always be respectful of students, parents, and teachers. Your ideas should be written with objectivity, without blame or *judgement*.

*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 late assignments will not be accepted in this class. 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.

*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 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.

\*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

\*Any student sharing answers for an online quiz will be given a zero on the quiz and all subsequent quizzes thereafter.

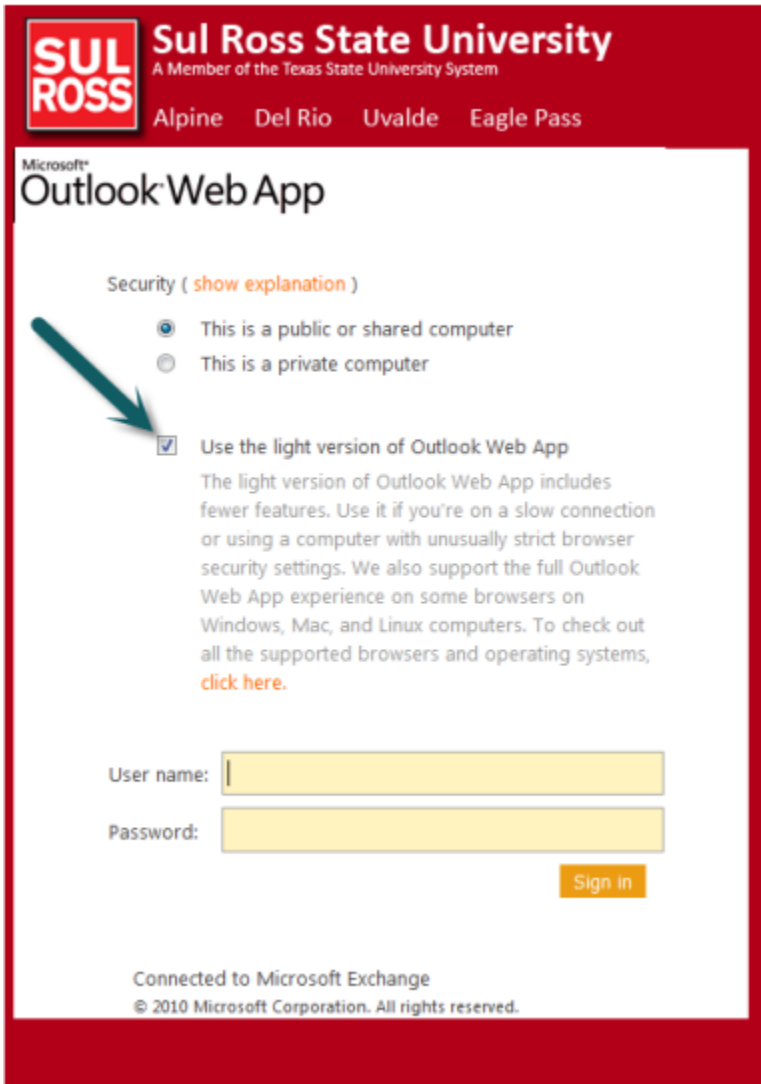
*Course Expectations:* Graduate students are expected to demonstrate scholarly behavior and professionalism. Scholarly behavior is observed when students display an aptitude for study. Professionalism is demonstrated when students: (a) attend class sessions on time; (b) are prepared for class discussions; (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.

**Blackboard:** This course is web-enhanced which means we will be using Blackboard for our online meetings. 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. Please contact the Office of Information Technology for login issues, or to get your username and password information. Assistance is also located at the LTAC Helpdesk at 432-837-8888 or toll free at 1-888-837-2882.

**Helpful Hints from the Office of Information Technology (OIT):** Chrome is the recommended browser for Blackboard. Tablet devices do not always interact with Blackboard appropriately. Students taking tests on a tablet have reported that their answers changed after submission. Take tests and exams on a laptop or desktop computer.

**Email:** Students should correspond using Sul Ross email accounts. Please check your Sul Ross email frequently throughout each week.

If you are unable to attach documents to your SRSU email, use the “light” version of Outlook.



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A Member of the Texas State University System  
Alpine Del Rio Uvalde Eagle Pass

Microsoft  
**Outlook Web App**

Security ( [show explanation](#) )

This is a public or shared computer  
 This is a private computer  
 Use the light version of Outlook Web App  
The light version of Outlook Web App includes fewer features. Use it if you're on a slow connection or using a computer with unusually strict browser security settings. We also support the full Outlook Web App experience on some browsers on Windows, Mac, and Linux computers. To check out all the supported browsers and operating systems, [click here](#).

User name:   
Password:

[Sign in](#)

Connected to Microsoft Exchange  
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*Distance Education Policy:* 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.

*Support:* 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.

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

The SRSU Graduate Student Center is located in Briscoe Administration Building (BAB), room 104. The Graduate Student Center 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 Monday – Friday from 8:00 a.m. - 9:00 p.m. and Saturday and Sunday from 11:00 a.m. - 7:00 p.m. Phone: (432) 837-8524  
Email: [gradcenter@sulross.edu](mailto:gradcenter@sulross.edu)

ADA Accommodations are available. 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: [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu)

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

*Filing a Complaint:* The procedures for filing a student complaint are included in the student handbook.

### **Specific Course Requirements:**

Discussion Boards.....4	Discussion Boards.....5 points each/20 points total
Assignments.....3	Assignments.....2 @50 points, 1 @ 30/130 points total
Participation.....	Discussion Boards, Online Meetings.....100 points
Quizzes.....11	Quizzes.....290 points

Midterm.....	1 Midterm (Mostly Essay).....	50 points
Final Exam.....	1 Final Exam.....	75 points

**Total Available Points: 665**

*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 submitting your post by the due date, using correct grammar, spelling, punctuation, citations and references.

A grade for the ideas you present in your posts will be included in your participation grade. I have the following rubric in mind when awarding points for discussion board posts:

1. The student presented pertinent/meaningful ideas for discussion
2. The student responded meaningfully to classmates; presented a different perspective or meaningfully added to a classmate's original concept
3. The student demonstrates understanding of the material; material is re-stated in the student's own words rather than reiterating material directly from the text
4. The 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

*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 (see the Discussion Board Rubric above).

*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.

### Quizzes

Students will complete a quiz for most chapters covered in the Sattler textbook; 11 quizzes total:

Chapter 1	25 points
Chapter 3	25 points
Chapter 4	25 points
Chapters 11/12	25 points
Chapter 2	25 points
Chapter 15	25 points
Chapter 25	25 points
Chapters 16/17	25 points
Chapter 18	25 points
Chapter 22	25 points
Chapters 23/24	40 points
<b>Total</b>	<b>290 points</b>

**ED 5306 Schedule of Meetings and Assignments**

Date	Read	Meetings/Discussion Boards	Assignment Due
Week 1 8/27 – 9/2	Chapter 1		Chapter 1 quiz due 9/2 at 11:59 pm
Week 2 9/3 – 9/9	Chapter 3 Conducting the Assessment	Discussion Board due Saturday, 9/8. Responses to peers due 9/9 at 11:59 pm (Overton Quote)	Chapter 3 quiz due 9/9 at 11:59 pm
Week 3 9/10 – 9/16	Chapter 4 Culturally and Linguistically Diverse Children	Online Meeting, Sunday 9/16, 1 – 4 pm to review the syllabus, discuss testing and diverse populations	Chapter 4 quiz due 9/16 at 11:59 pm
Week 4 9/17 – 9/23	Chapter 11 Adaptive Behavior	Discussion Board due 9/23 at 11:59 pm (Adaptive Behavior)	
Week 5 9/24 – 9/30	Chapter 12 Visual-Motor Perception and Motor Proficiency		Chapter 11/12 quiz due 9/30 at 11:59 pm
Week 6 10/1 – 10/7	Chapter 2 Statistics and Psychometrics (read prior to online meeting)	Online Meeting, Sunday 10/7, 1 – 4 pm to discuss statistics, psychometrics, basals and ceilings	Chapter 2 quiz (You may want to wait until after online meeting to take quiz) Due Monday, 10/8 at 11:59 pm
Week 7 10/8 – 10/14	Chapter 14 Disruptive Disorders	Chapter 14 Discussion Board posts due Saturday 10/13 at 11:59 pm and responses to classmates due 10/14 at 11:59 pm	
Week 8 10/15 – 10/21	Review for midterm	Assignment 1 due 10/21 at 11:59 pm (chronological age, basals, ceilings, and raw scores)	Midterm due 10/21 at 11:59 pm
Week 9 10/22 – 10/28	Chapter 15 ADHD		Chapter 15 quiz due 10/28 at

			11:59 pm
Week 10 10/29 – 11/4	Chapter 25 Report Writing	Online Meeting Sunday 11/4, 1 – 4 pm to discuss report writing, and to review a Full Individual Evaluation	Chapter 25 quiz due MONDAY 11/5 at 11:59pm.
Week 11 11/5 – 11/11	Chapter 16 SLD Chapter 17 SLD	Discussion Board due 11/11 at 11:59 pm (Learning Disabilities)	Chapter 16 & 17 quiz due 11/11 at 11:59 pm
Week 12 11/12 – 11/18		Assignment 2 due 11/18 at 11:59 pm (Basals, Ceilings, and Scores)	
Week 13 11/19 – 11/25	Chapter 18 Intellectual Disability		Chapter 18 quiz due 11/25 at 11:59 pm
Week 14 11/26 – 12/2	Chapter 22 Autism	Assignment 3 due 12/2 at 11:59 pm (administer achievement testing and write report)	Chapter 22 quiz due 12/2 at 11:59 pm
Week 15 12/3 – 12/5	Chapters 23 and 24 Brain Injuries		Chapter 23 & 24 quiz due Wednesday 12/5 at 11:59 pm
Finals 12/7 – 12/11		Final Exam	Due Monday 12/10 by 11:59 p.m.

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