



SPED 597: Academic and Behavioral Observation and Assessment COURSE SYLLABUS: Fall 2013

Instructor: Brittany L. Hott, PhD
Office Location: Henderson 225/Mesquite 108
Office Hours: Wednesdays and Thursdays, 1:00 PM - 4:00 PM and by appointment
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COURSE INFORMATION

Materials Supplied by the Instructor

The instructor will provide all course readings, assessments and protocols, and materials. Students will check out materials and return them in the same condition received.

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description

Learning objectives will be individualized to meet student needs. This course will provide an overview of infant/child development and assessment in school and clinical settings. Students will explore a variety of methods designed to assess the learning and behavioral abilities of students. Students will score and interpret results of academic and behavioral assessments. The role of the interdisciplinary team and parent-professional collaboration in the assessment process will be explored.

Individualized Student Learning Outcomes Include

- Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual achievement, oral language, visual motor integration, and adaptive behavior tests in order to make instructional decisions.
- Select, administer, and score a variety of educational tests.
- Write assessment reports of academic achievement tests.
- Interpret test results and review reports to generate appropriate educational goals and objectives
- Write assessment reports of academic achievement tests.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Procedures and interventions for managing the teaching and learning environment, including procedures related to the use of assistive technology.
- Issues and procedures for teaching appropriate student behavior and social skills.
- Transition issues and procedures.

- Professional roles and responsibilities adhering to legal and ethical requirements of the profession.
- Effective communication in a variety of settings

COURSE REQUIREMENTS

Grading Scale

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

Learning Activities

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege dropbox. Assignments are due at 4:30 p.m. on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6th Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Assessment Instruments Review (2 @ 10 points each)	20
Individual Project Approved by the Instructor	40
There's An App for That Project	20
Application Activities (4 activities x 5 points)	20
Total	100/100%

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.

Overview of Assignments

Assessment Instruments Review (2 x 10 points)

Students will review two instructor approved instruments and will develop a handout for each instrument including the age range, format of the instrument, training required for the examiner, and useful information obtained from the scores. A template and rubric will be provided.

Individual Project (40 points)

Each student will propose, develop a rubric, and complete an individual project aligning with individual course objectives.

There's An App for That (20 points)

Each student will choose an area of interest (e.g., algebraic concepts, communication, visual motor skills) and complete a review of iPad applications that can be used as an instructional tool

or intervention to support students at the individual or class level. The student will then complete a report summarizing each application and implications for students, educators, and families. A format and rubric will be provided.

Application Activities (4 x 5 points)

In order to encourage class attendance and active participation, a variety of learning opportunities will occur throughout the semester. These assignments may include online modules, case studies, and quizzes presented throughout the semester. Additional details and assessment criteria will be provided.

TECHNOLOGY REQUIREMENTS

Technology Requirements

In addition to face-to-face meetings, materials and online assignments will be posted to eCollege. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (dial-up connections will be problematic). Students should use a Windows operating system (XP or newer) and a recent version of Microsoft Explorer (6.0, 7.0, or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also support Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege click on "myCourses" tab, and then select "Browser Test" link under Support Services. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your login please contact Technology Services at (903) 468-6000.

ACCESS AND NAVIGATION

Contacting eCollege

The following options are available 24 hours/7 days per week:

1. Help: Click on the help button on the toolbar for information regarding working with eCollege (e.g., "How do I submit to dropbox?", "How do I post to the discussion board?")
2. Chat Support: Click on "Live Support" button on the toolbar within your course to chat with an eCollege representative
3. Phone: 1-800-656-5511 (tool free) to speak with an eCollege Technical Support Representative
4. Email: helpdesk@online.tamuc.org to indicate a support request with an eCollege Technical Support Representative

COMMUNICATION AND SUPPORT

Communication

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, MeBeam, and email during posted hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to meet that is convenient for you. On Wednesdays and Thursdays between 1:00 P.M. and 4:00 P.M., the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response. If you have a question that you think others in the class might have, please post the question in the virtual office section of eCollege, so that everyone can benefit.

Email Guidelines

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 595); additional information if desired (e.g., Statement of Research Interests)
- Address the reader: Open with Dr. Hott
- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a friend and checking your text, etc.).
- Close with your name

Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Academic Integrity

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct)
- Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information that can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.
- Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting

permission is strongly advised, since many Web sites have their own requirements for linking to their material.

- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. This can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.
- Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

APA Style and Formatting

All work should be submitted using APA style. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

<http://www.psywww.com/resource/apacrib.htm> is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

COURSE OUTLINE / CALENDAR

Individualized readings will be posted to our eCollege shell. Students are expected to complete readings each week before class. Broad topics and assignment due dates are listed below.

Meetings	Assignments Due
08/28/13 09/04/13 09/11/13* 09/18/13*	* Individual Project Proposal (09/18/2013) * Activity I: Quiz (09/18/2013)
09/25/13* 10/02/13 10/09/13*	* Assessment Review 1 (10/02/13) * Activity II: IRIS Module (10/09/13)
10/16/13 10/23/13*	* There's an App for That Project (10/23/13)
10/30/13* 11/06/13*	* Activity III: Case Study (11/06/13)
11/13/13 11/20/13 11/27/13	* Assessment II review (11/13/2013) * Activity V: In Class Activity (11/27/13)
12/04/13 12/11/13	* Individual Projects (12/04/13)