



**SPED 574: Appraisal of the Exceptional Child**  
**Mondays 4:30 PM - 7:10 PM**  
**Mesquite Metroplex**  
**Course Syllabus Spring 2014**

**Instructor:** Brittany L. Hott, PhD

**Office Location: Office Hours:** Mondays and Wednesdays 2:00 PM-4:30 PM, and by appointment

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<b>COURSE INFORMATION</b>
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***Textbook(s) Required***

Pierangelo, R., & Giuliani, G. A. (2012). *Assessment in special education: A practical approach* (4<sup>th</sup> ed.). Boston, MA: Pearson.

***Textbook(s) Recommended***

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

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III tests of achievement assessment*. New York, NY: John Wiley & Sons, Inc.

**Course Description**

***University Catalog Description:***

Explores a variety of methods designed to assess the learning abilities of students. Students will learn to administer, score, and interpret results of evaluations. Topics covered will include measuring achievement, oral language, visual motor integration, and adaptive behavior.

***Prerequisites***

SPED 520; SPED 528; SPED/PSY 572; SPED/PSY 573

**Student Learning Outcomes**

***The student will:***

- demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual achievement, oral language, visual motor integration, and behavioral assessments
- select, administer, and score a variety of educational tests.
- complete and review education evaluations
- interpret test results and review reports to generate appropriate educational goals and

objectives

- 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.
- evaluate and recommend evidenced-based interventions
- complete mock student observations
- collect informal academic and behavioral data using technology applications

## COURSE REQUIREMENTS

### ***Learning activities include the following:***

- analysis and synthesis of course readings
- application of course content to case studies
- online discussions and learning modules
- assessment administration
- evaluation of evidenced-based interventions

### **Course Evaluation**

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, 6<sup>th</sup> 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.

### ***Grading Scale***

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

Assignment	Points
Assessment Administration Practice (4 @ 10 points each)	40
Educational Assessment Report	20
Case Study Analysis	10
There's An App for That Project	10
What Works Paper	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.***

## **Description of Assignments**

### **Assessment Administration Practice (4 @ 10 points each; 40 points)**

Students will administer and score four psycho-educational assessments. Students will submit a signed copy of the instructor provided consent form, protocols, and a one to two page reflection for each selected assessment. Guiding reflection questions and a rubric will be provided.

### **Educational Assessment Report (20 points)**

Given a case study and assessment data, students will draft a professional psycho-educational evaluation report. A template and rubric will be provided.

### **Case Study Analysis (10 points)**

Given a case study, a variety of assessment data, and template, students will provide resources to the teacher, student, and family, draft measurable goals and develop effective progress monitoring tools. Guidelines and a rubric will be provided.

### **There's an App for That Project (10 points)**

Students will review five iPad data collection applications to assess content area or behavioral achievement, demonstrate how to utilize each application, and create a handout to distribute to the class. Once an App is presented by a student, it is considered "taken". Students have the opportunity to present Apps at the beginning of each in person class session. Additional details and a rubric will be provided.

### **What Works Paper (20 points)**

Students will write a five to eight page paper including a brief vignette describing a classroom challenge and a description of an evidenced-based instructional strategy or management technique designed to support a student with learning or behavioral disabilities within the general education setting. Effective progress monitoring and data collection tools will be designed. Examples and a rubric will be provided.

<b>TECHNOLOGY REQUIREMENTS</b>
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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.

### ***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 (toll free) to speak with an eCollege Technical Support

Representative

4. Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to indicate a support request with an eCollege

## ACCESS AND NAVIGATION

Appraisal of the Exceptional Child is a web-enhanced course that is divided into segments. Our course schedule and eCollege shell is organized by topical areas. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review. The instructor will review the course shell and essential access and navigation tools on the first night of class.

## COMMUNICATION AND SUPPORT

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 Mondays and Wednesdays between 2:00 P.M. and 4:30 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 may benefit.

### ***Special Education Department 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

### ***Course Attendance***

Students are expected to attend all face-to-face course sessions, arrive on time, and stay for the duration of the class session. Additionally, students must actively participate in online sessions. Three or more absences will result in an "F" for the course. If a student is unable to attend a class session, it is his/her responsibility to obtain notes, handouts, and lecture details from another student. Students who are absent are held accountable for material covered, assignments provided, and assignments due.

### ***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, 6<sup>th</sup> edition for standard of procedures for applying APA style.

**University Specific Procedures:  
ADA Requirements**

**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](mailto:StudentDisabilityServices@tamu-commerce.edu)

***Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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***IMPORTANT NOTE: Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly. Course readings should be completed on or before the last date indicated in the meetings column. P&G notation corresponds with chapters in our text. All other citations reference articles that will be posted to eCollege. Online meetings are noted with a \*.***

## PROPOSED COURSE SCHEDULE

<b>Meetings</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
01/15/14 01/22/14* 01/29/14 02/05/14*	<b><i>Introduction to Assessment</i></b> Class Introductions Syllabus Review Academic Integrity Methods of Assessment Basic Statistical Concepts Validity and Reliability Scoring Terminology Legal Foundations for Assessment Procedures	P&G: 1, 2, 3, 4, 5  Hott & Isbell (in press)	
02/12/14 02/19/14* 02/26/14	<b><i>Prereferral Processes</i></b> Evidenced-based Practice Response to Intervention Prereferral Strategies Multidisciplinary Assessment Practices	P&G: 6, 7, 8 Hott (2014) Hott & Walker (2012) Cuillo & Thomas (2013)	
03/05/14 03/19/14	<b><i>Assessment of Academic Achievement</i></b> Achievement Tests Reading Reading Assessment Measures Written Language Tests of Written Language Mathematics Mathematics Assessment Measures Comprehensive Tests of Achievement	P&G: 9  Mather (2001) Brigham et al. (2012)	What Works Paper 03/05/14  Assessment Practice I 03/19/14
03/26/14* 04/02/14 04/09/14*	<b><i>Assessment of Behavior</i></b> Student Behavior During Assessment Problematic Behaviors Assessing Emotional Development Assessing Social Development Assessment of Adaptive Behavior Functional Behavioral Assessment	P&G: 11  Gage (2013) Lane (2012) Hott et al. (2013)	Assessment Practice II 03/26/14  Assessment Practice III 04/02/14  Assessment Practice IV 04/09/14
04/16/14	<b><i>Early Childhood Assessment</i></b> Early Childhood Assessment Challenges Effective Early Childhood Assessment Families and Early Childhood Assessment	P&G: 14  Friend & Cook (2011)	Case Study 04/16/14
04/16/14	<b><i>Other Areas of Assessment</i></b> Visual Perception Auditory Perception	P&G: 12, 13, 15 (skim) Borders (2009)	
04/23/14* 04/30/14 05/07/14	<b><i>Disability Determination</i></b> Comprehensive Report Writing Eligibility Procedures Progress Monitoring	P&G: 16, 17, 18, 19 Hott (2014)	Assessment Report 04/30/14