PREREQUISITES: SPED 608

COURSE DESCRIPTION: Theory, administration, and interpretation of formal and informal assessment measures which assist in designing prescriptive strategies to meet the unique needs of individuals with exceptionalities.

STATEMENT OF CONCEPTUAL FRAMEWORK:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES: By the conclusion of this course, the student will have developed knowledge and understanding of:

1. Issues in the definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds. (CC:1,K3);(ED:2,K3) (CK, KL, D)
2. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC:1,K4) (CK, KL)
3. Basic terminology used in assessment. (CC:3,K1)(GC:3,K1) (CK)
4. Ethical concerns related to assessment. (CC:3,K2) (CK, KL)
5. Legal provisions, regulations, and guidelines regarding assessment of individuals. (CC:3,K3),(GC:3,K2) (CK, D)
6. Typical procedures used for screening, prereferral, referral, and classification. (CC:3,K4) (CK, KL, SM, D)
7. Appropriate application and interpretation of scores, including grade scores versus standard score, percentile ranks, age/grade equivalents, and stanines. (CC:3,K5) (CK, KL, SM, D)
8. Appropriate use and limitations of each type of assessment instrument. (CC:3,K6), (ED:3,K6) (CK, D)
9. Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs. (CC:3,K7) (CK, KL, D, SM, PS)
10. Consumer and professional organizations, publications, and journals relevant to individuals with disabilities. (GC:8,K1) (CK, D, PS)
11. Rights and privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities (GC:8,K2) (CK, D)
12. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities (GC:8,K4) (CK, KL, D)
13. Legal issues and regulations related to the assessment of an educational disability (ED:1,K2) (CK, PS, KL, D)
14. Disproportionate representation and stigmatization in special education of populations that are culturally and linguistically diverse. (ED:2,K2) (CK, KL, D)
15. Vocational and career assessment. (ED:3,K7) (CK, KL, SM, PS, D)
16. Qualifications necessary to administer and interpret tests. (ED:8,K1) (CK, PS)
17. Scope and role of an educational diagnostician. (ED:8,K2) (CK, PS)

COURSE OUTCOMES:

By the conclusion of this course, the student will be able to:

1. Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures. (CC:1,S2) (SM, CK, PS, KL)
2. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs. (CC:3,S1) (CK, KL, D, SM)
3. Use various types of assessment procedures appropriately. (CC:3,S4) (SM, D)
4. Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills. (CC:3,S6) (CK, KL, SM, D)
5. Develop individualized assessment strategies for instruction. (CC:3,S8) (CK, KL, SM, D)
6. Demonstrate proficiency in oral and written communication. (CC:8,S5) (CK)
7. Use copyrighted educational materials in an ethical manner. (CC:8,S8) (CK)
8. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8,S9) (CK, PS)
9. Participate in the activities of professional organizations relevant to individuals with disabilities (GC:8,S1) (CK, PS,
10. Collect complete and thorough assessment data. (ED:3,S2) (CK, KL, SM, PS, D, T)
11. Accurate scoring of assessment instruments. (ED:3,S3) (SM, CK, PS, D)
12. Select or modify assessment procedures to ensure nonbiased results. (ED:3,S4) (CK, SM, D)
13. Use a variety of observation techniques. (ED:3,S6) (SM, CK)
14. Assess basic academic skills. (ED:3,S7) (SM, CK, KL, D)
15. Assess language skills. (ED:3,S8) (SM, CK, KL, D)
17. Assess behavior. (ED:3,S10) (SM, CK, KL, D)
18. Assess perceptual skills. (ED:3,S11) (SM, CK, KL, D)
19. Determine a student’s needs in various curricular areas and make intervention,
instructional, and transition planning recommendations based on assessment results. (ED:3,S12) (SM, CK, KL, D)

20. Make eligibility recommendations based on assessment results. (ED:3,S13) (SM, CK, KL, D)

FIELD EXPERIENCE REQUIREMENT:
Students are required to fulfill 50 hours of field activities designing, implementing and evaluating interventions, and performing assessment and prescriptive strategies. These field hours are to be uploaded to Pass-Port

REQUIRED UNIT/PROGRAM ASSESSMENT:
Field experience hours are to be uploaded to Pass-Port

COURSE EVALUATION:

This is a competency-based course. You will be evaluated on how well you perform on a series of well-defined tasks. One final essay type exam will be given to test your knowledge of diagnostics and prescriptive concepts and application. Additionally, your grade will be determined by the number and quality of competencies completed and by the quality of a final project.

Final Exam 30%
Bulletin Reports 20%
Article Reports 10%
Case Study 40%
REFERENCES:


**JOURNALS:**

*Intervention in School and Clinic*
*Journal of Special Education*
*Journal of Cognition and Development*
*Journal of Early Intervention*
*Journal of Educational and Psychological Consultation*
*Assessment for Effective Intervention*