Auburn University

Course Syllabus

Department of Special Education, Rehabilitation, and Counseling

1. **Course Number:** RSED 3110

**Course Title:** Assessment: Eligibility for Special Education

**Credit Hours**: 3 semester hours

**Prerequisites:** RSED Majors only

**2. Term:** Spring 2024

**Day/Time:** Tuesdays, 9:30 AM-11:55 AM

**Location:** Haley Center 2196

 **Date Syllabus Modified**: Updated January 2024

**3. Instructor:** Dr. Victoria Sanchez

 **Office Address**: Haley Center 1234C

 **Email Address:** vms0025@auburn.edu

 **Office Hours:**  By appointment

**4.**  **Required Textbook:** Pierangelo, R. A., & Giuliani, G. (2022). *Assessment in special*

*education: A practical approach* (6th ed.). Pearson.

 All Access: <http://aub.ie/allaccess>

 

**5. Course Description:** This course provides students with a framework for understanding the

purposes and processes that underlie various forms of educational assessments, with emphasis on standardized assessments for evaluating students with disabilities. The course provides opportunities for application of concepts in assessment in special education as well as administration, review, and interpretation of standardized assessment data. The course covers historical, ethical, practical, and theoretical perspectives on identifying disabilities and planning individualized instructional programs for students with disabilities.

**6. Student Learning Outcomes:**

|  |
| --- |
| 1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities. |
| 4.1.1 Select and use technically sound formal and informal assessments that minimize bias. |
| 4.1.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |
| 4.1.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| 6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.  |
| 7.1.2 Serve as a collaborative resource to colleagues. |

**7. Course Content (Tentative Schedule)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Assigned Readings****(due prior to class)** | **Assignments** **(due prior to class)** |
| Week 11/16 | **Syllabus****Chapter 1** – Introduction to Assessment  | SyllabusChapter 1  |  |
| Week 21/23 | **Chapter 2** – Methods of Assessment  | Chapter 2  | Homework 1 |
| Week 31/30 | **Chapter 3** – Basic Statistical Concepts  | Chapter 3  | Participant Identification (LA) |
| Week 42/6 | **Chapter 4** – Scoring Terminology used in Assessment  | Chapter 4 | Homework 2 |
| Week 52/13 | **Chapter 11** – Assessment of Academic Achievement Reading  | Chapter 11 |  |
| Week 62/20 | **Chapter 11** – Assessment of Academic Achievement Writing  | Chapter 11 | Homework 3 |
| Week 72/27 | **Chapter 11** – Assessment of Academic Achievement Math  | Chapter 11 | Assessment Plan (LA) |
| Week 83/12 | **Chapter 12** – Assessment of Intelligence  | Chapter 12 | Homework 4 |
| Week 93/19 | **Chapter 13** – Assessment of Behavior  | Chapter 13 |  |
| Week 103/26 | **Chapter 5** – Legal, Ethical, and Professional Issues **Chapter 6** – Cultural and Linguistic Diversity  | Chapter 5 & 6 | Homework 5 |
| Week 114/2 | **Chapter 19** – Writing a Comprehensive Ed. Report **Chapter 20** – Prep and Presentation of Test Results  | Chapter 19 & 20 | Assessment Procedures Reflection (LA) |
| Week 124/9 | **Chapter 18** – Determining Whether a Disability Exists: Eligibility  | Chapter 18  | Homework 6 |
| Week 134/16 | **Chapter 18** – Determining Whether a Disability Exists: Eligibility  | Chapter 18 |  |
| Week 144/23 | **Chapter 18** – Determining Whether a Disability Exists: Eligibility   | Chapter 18  | Comprehensive Report Reflection (LA) |
| Week 154/30 | **FINALS WEEK** | **FINALS WEEK** | **ASSESSMENT PORTFOLIO DUE BY 11:59 PM** |

**8. Course Requirements:** Students are required to: a) successfully complete all assignments

 and submit to the instructor **no later than the date designated for each project**, b) attend class

 and participate, and c) read assigned materials prior to class sessions. Specific requirements

 include:

* 1. **Class Participation (10 points).** In-class activities will be assigned. You must be present to receive credit for the activity.

* 1. **Learning Activities (LA; 30 points).** There will be four learning activity assignments during the semester. These are designed to support the understanding and application of assessments in special education (7.5 points each).
	2. **Homework (30 points).** There will be six homework assignments during the semester. These are designed to support your learning of key terms and concepts in the readings (5 points each).
	3. **Assessment Portfolio (30 points).** You will complete a comprehensive educational report for a K-12 student. This process will involve the administration, scoring, and interpreting of results. These assessments will include an academic achievement test and behavioral assessment **PLUS** your choice of a: (a) test of cognition, (b) language assessment, or (c) a diagnostic assessment.

**8. GRADING AND EVALUATION**:

|  |  |  |
| --- | --- | --- |
| **Requirements** | **Points** | **Percentage**  |
| Class Participation  | 10 | 10% |
| Learning Activities (LA)  | 30 | 30% |
| Homework  | 30 | 30% |
| Assessment Portfolio  | 30 | 30% |
| **TOTAL** | **100** | **100%** |

**Grading Scale:**

90-100 A

89-80 B

79-70 C

69-60 D

Below 59 F

# **9. CLASS POLICIES:**

* **Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	+ Engage in responsible and ethical professional practices
	+ Contribute to collaborative learning communities
	+ Demonstrate a commitment to diversity
	+ Model and nurture intellectual vitality
* **Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).
* **Attendance:** Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.
* **Excused Absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, military orders, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.
* **Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student as soon as possible but no later than one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within one week of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be electronic.
* **Assignments:** Typed assignments are expected to be grammatically accurate and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All assignments must be turned in the day they are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. **Late assignments** up to one week will be accepted with a 20% deduction in points. If a student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment with no point deduction. **NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**
* **Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.
* **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
* **Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
* **Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.
* **Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.