Evaluation of educational, perceptual, conceptual, social, and psychological characteristics of exceptional individuals. Interpretation for educational and community interventions for exceptional students.

Prerequisites: LBD certification or departmental permission. Students must have at least an introductory course in special education assessment.

Text and Required Readings:

- Other articles and readings as assigned according to the course schedule

Student Learning Outcomes:

Upon completion of coursework and related activities, the student will be able to:
1. Interpret data from assessments measuring cognitive development, perceptual development, conceptual development, memory skills, language skills, academic skills, adaptive behavior skills, vocational skills, social/emotional skills, and/or curriculum-based skills. (KTS 1 CAEP 1 InTASC 4, 7, 8 CEC 1, 3)
2. Use assessment data to make instructional decisions. (KTS 4, CAEP 1, InTASC 4, 7, 8, CEC 1)
3. Integrate assessment and biographical information to devise an individualized plan. (KTS 5, CAEP 1, InTASC 4, 7, 8 CEC 1, 3, 4)
4. Design a continuous assessment plan to determine ongoing needs of students including effectiveness of individualized plans. (KTS 4, 5, CAEP 1, InTASC 4, 7, 8, CEC 2, 3, 4, 5)
5. Discuss current research, best practice issues, and legislative changes related to assessment. (KTS 4, CAEP 1, InTASC 4, 7, 8, CEC 2, 3, 4, 5)

**Evaluation Methods:**

1. Praxis Summaries (8) = 80 points
2. Discussions (8) = 80 points
3. Case Study Interpretations (4) = 120 points

**Final grades** will be computed according to the following scale:

A = 100 – 92%
B = 91 – 85%
C = 84 – 74%
D = 73 – 70%
F = 69% and below

*Please note: Required assignments not submitted or submitted late will be recorded as a 0 in the gradebook.*

**Student Progress:**

All grades will be posted in Blackboard, making it easy for you to monitor your own progress. All personal feedback and grades will be provided within one week (7 days) after the completion of each assignment.

**Attendance Policy:**

In an online class, attendance and participation are critical. This is best judged through your completion of weekly assignments and discussions. Students MUST log on to Blackboard and into the course shell on the *first* day the course is open. Students should log in regularly (minimum of twice a week) and submit work on time.

**Last Date to drop the course:**

See Colonel’s compass
Disabilities Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:

Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Academic freedom, honesty and confidentiality

You are expected to uphold EKU’s policy of academic honesty. Work must represent your original words or ideas and when using others’ work, you must cite all relevant sources, making clear which is which. Academic dishonesty in an online learning environment could involve but is not limited to:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make revisions to an assignment
- Copying work submitted by another student
- Using online information sources (internet included) without proper citation
Expectations
As learners you are expected to:
1. **Read the syllabus and course calendar** thoroughly and use it as your guide for the course.
2. **Be attentive to deadlines**. Due dates are set for each assignment and can be found in the course calendar. Due dates are firm. Late submissions will not be accepted except in cases of significant events (illness, family emergency, work emergency) covered by Eastern Kentucky University policy. (See Late Work Policy)
3. **Take responsibility for your own learning**. You are responsible for your own learning. I expect you to schedule your time to ensure adequate time to prepare your assignments. I also expect you to actively engage in the course material. Participation in online discussions and other assignments is imperative for success. All learners are expected to participate in all class activities. Students are expected to come to class with learning resources (or access to learning resources) needed for that class period.
4. **Use the American Psychological Association Manual, 6th edition writing format for all written assignments**. To learn APA format, I encourage you to utilize two primary documents: APA Publication Manual, 6th Edition, and Concise Rules of APA Style. Both can be found on the APA website (http://apastyle.apa.org/), which is also a good general resource. Your textbook is another good resource for how to write in APA format. All documents submitted in this class must be a Word document unless otherwise directed by the instructor. All assignments will be submitted to the appropriate assignment dropbox on blackboard unless otherwise specified.
5. **Interact in a professional collegial manner** with classmates, instructor, and others in the course both in the classroom and in the online environment. Listening to others and communicating effectively and respectfully is the key to developing knowledge and a safe learning community. I encourage all students to express their thoughts in an honest and respectful manner, listening and respecting others’ viewpoints while using critical thinking and writing skills to develop an understanding of the issues. We learn best when we listen and communicate with each other. Let’s always assume that people are doing the best they can, and offer feedback that can assist in learning.
6. **Participate professionally in the course**. Professional participation is defined as: evidence of preparation for class discussions and activities when applicable; respectful behavior and positive regard for colleagues and instructor; attention and promptness to class discussion, assignments, and questions; assignments and activities completed as instructed and turned in by the due date; and other behaviors reflective of professional behavior.
7. **Exhibit academic honesty**. Learners are expected to follow the policies of Eastern Kentucky University. The EKU Academic Integrity Policy clearly sets out expectations for students. You will need to cite references according to APA format in all assignments, including online discussions when applicable. Plagiarized work will not be accepted under any circumstances. A student found to have plagiarized will be subject to the consequences for such an act including
receiving a zero on the assignment, being referred to the Academic Integrity Office, receiving a failing grade for the course, and possibly being released from attendance at Eastern Kentucky University.

8. **Exhibit personal integrity.** Learning is a reciprocal process that requires active engagement and participation.

9. **Use your official EKU email.** An EKU email is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this EKU email address. It is the responsibility of the student to make certain their email address is working properly.

10. **Adopt the three (3) principles utilized in all courses throughout the Learning and Behavior Disorders (LBD) program:**
    - People-first language will be used at all times
    - Families are not blamed for their children’s disabilities
    - Children with disabilities are more *like* their peers than *unlike* their peers

**Official E-mail:**

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

Submit Praxis and Case Study Assignments as Word (.doc or .docx) or Rich Text Format (RTF). All assignments must be submitted as either Microsoft Word (.doc or .docx) or Rich Text Format (.rtf). Submission of assignments in other formats may result in **forfeiture of points** for that assignment. **No late assignments will be accepted**, except in cases of genuine emergency. Deadlines for all assignments are posted on the course schedule. All assignments are to be submitted on Blackboard.

**You should note that computer problems do not excuse you from meeting all deadlines for assignments!**

If you are having computer or Blackboard problems, please contact EKU’s IT at 622-3000. You are encouraged to use one of the many computer centers located on the Richmond and extended campuses if you continue to have difficulty with your home or school computing system.
Communication and Response Time:
I will try to respond to all communications (email, Water Cooler Posts, etc.) within 48 hours. However, I will NOT respond on weekends or holidays or breaks, so please plan accordingly.

Specific Course Requirements:
1. Praxis Summaries: Each week you will write a praxis summary of the week’s readings. This should be an integrated discussion of the assigned reading for each week. To accomplish this, you should develop a thesis that combines the information from the readings and discuss the points in your thesis statement using supporting information from the readings and your own understanding of what the readings mean. These will be due on Thursday of each week by 11:59 pm. A detailed rubric for this assignment is located in the Introductory Module for the course. Each praxis summary will have a point value of 10.
2. Discussions: Each week you will respond to a discussion prompt which will involve a question, situation, or problem related to the topic for the week. The purpose of the discussion forum is to help you apply the reading material while you interact with your classmates. First, you will respond to the discussion prompt for the week, and then you will respond to at least two of your classmates’ posts. Your initial discussion post (response to the prompt) will be due on Friday of each week by noon and responses to at least two other students’ posts are due on the Sunday following that Friday by 11:59 pm. (Due dates are different in the final week). A detailed rubric for this assignment is located in the Introductory Module for the course. Each discussion will have a point value of 10.
3. Case Report Interpretations: You will be provided with four different case studies related to assessment. For each case study, you will identify the issues within the case, comment on solutions or recommend solutions for each issue, and make connections between the case and the course readings. These case study report interpretations are due by 11:59 p.m. on Sunday of each week. A detailed rubric for this assignment is located in the Introductory Module for the course. Each Case Report will have a point value of 30.

Course Outline:

This course will be conducted 100% online in an asynchronous format. The class is organized into weekly modules. Be prepared to spend 12-16 hours per week on course readings and assignments. The following topics will be addressed: IDEA regulations related to assessment, response to intervention, technical aspects of assessment, screening instruments, norm referenced assessment, curriculum based assessment, assessment protocol, interpreting assessment data, making instructional decisions based on assessment data.