At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect  … Lumberjacks command respect and treat others with respect.

The Principle of Caring   … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity   … Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Cathie Koss, PhD

Course Time & Location: Online using DesireToLearn, D2L

Office: Online course / Off-campus office
Office Hours: Virtual, please email me if you need office hours. We can set up a time to meet that is mutually convenient.

Phone:

Credits: 3 Semester Hours, graduate credit

Email: Utilize D2l email anytime for course communication.

Prerequisites: None

I. Course Description:

This course is an introduction to the fundamental concepts of measurement with emphasis upon the utility and limitations of various tests and assessment procedures.

SPE 532 Accountability and Accreditation Assignment: Norm-Referenced Assessment Assignment

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText or need student support with LiveText and the keycode distribution call (936) 468-2395, or email livetext@sfasu.edu.

II. Intended Learning Outcomes/Goals/Objectives

A. COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. This course emphasis on understanding assessment information for students with exceptional learning needs and aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students
and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE’s belief that assessment drives instructional decisions and practices.

The following link will allow you to access the framework:


B. Commitment To Diversity: The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. THECB: Elements of the Core Curriculum

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
• Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
• Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Student Learning Outcomes:
TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser:
tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

The Norm-Referenced Test Interpretation assignment will assess the candidate’s ability to interpret a norm-referenced assessment (academic or adaptive behavior) using standard language to describe performance and scores.

1. The candidate will demonstrate an understanding of the fundamentals of assessment: (A) formal and informal assessment (B) score meaning and descriptions [i.e., standard scores, percentile ranks, and age-grade equivalence] (C) interpretation of assessment information.

**CEC Standard 4:** Beginning special education professionals use multiple methods of assessment data-sources in making educational decisions. 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

2. The student will discern legal and ethical issues encountered in the field of special education.

**CEC Standard 6:** Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The student will describe the referral process - pre-referral interventions through special education evaluation. TExES Standard 6.6k.

**CEC Standard 4:** Beginning special education professionals use multiple methods of assessment data-sources in making educational decisions. 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4. The candidate will be able to define or describe basic assessment terminology, the uses and limitations of various types of instruments and techniques, and methods for monitoring the progress of individuals with disabilities. TExES Standard 5.1k, 5.2k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k.
5. The candidate will be able to discuss ethical concerns related to assessment and evaluation, including legal provisions, regulations, and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities. TExES Standard 1.1k.

6. The candidate will be able to list or describe procedures for pre-referral intervention, screening, referral, and eligibility criteria. TExES Standard 1.8k

7. The candidate will be able to interpret and apply information from formal and informal assessment and evaluation instruments including various types of scores (i.e., standard scores, percentile ranks, and age-grade equivalence.) TExES Standard 4.3k, 4.4s, 5.6s.

8. The candidate will be able to describe the federal categories for special education eligibility.

9. The candidate will be able to identify factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities. TExES Standard 1.4k, 1.3s.

10. The candidate will describe effective communication in various professional contexts, and know ethical practices for confidential communication regarding individuals with disabilities.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

The format for this course includes scheduled assignments with deadlines, offline reading assignments, online reading, and participation in using web pages, e-mail, Discussion Board, and Collaborate. Assessment of course content will be conducted via scheduled online assignments, Collaborate, quizzes and exams. **To be successful in this course, the typical student should plan to spend at least 6-8 hours per week working on this course.** Course information will be dispersed through online learning modules that utilize the course textbook.

**Exams**

Exams and quizzes will be given to assess students' understanding of course content. If a student does not take an exam during the intended time period, exam points may be earned by preparing a 10 page research paper over a topic related to the assessed learning modules. The research paper must be written in APA format using journal article information dated between 2010 and 2018.
Assignments:

Most modules have more than 1 assignment with the exception of Unit 1 which has only 1 assignment. The assignments are designed so that students will have the opportunity to work with textbook concepts to increase understanding of the material. Students are encouraged to contact the course instructor if they are having difficulty completing the assignments or have questions. **NOTE: Before contacting the instructor, the student must have read the textbook chapter(s) and module, as well as having completed any practice exercises where applicable. Be sure to adhere to the course timeline for module due dates.**

IV. Evaluation and Assessments (Grading):

* 2 Exams (25 points each) 50 points
* assignments: (15 @ 10 points each) 150 points
* 1 Quiz 20 points
* Vocational Assessment and Interpretation - 100 points

**Grading Scale:**

A = 89.5%+ of all possible points
B = 79.5%-89.4% of all possible points
C = 69.5%-79.4% of all possible points
D = 59.5%-69.4% of all possible points
F = 59.4% or below of all possible points
<table>
<thead>
<tr>
<th>V. Course Outline/Calendar Course Outline/Calendar</th>
<th>Fall 2018</th>
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<tbody>
<tr>
<td><strong>Weeks 1-2</strong></td>
<td>1. Getting Started: Read all components of the Getting Started learning module. This includes posting a student introduction.</td>
</tr>
<tr>
<td>August 27th- Sept. 9th</td>
<td>2. Purchase your course textbook. You may purchase from the SFA Barnes and Noble Bookstore. You are also free to purchase the textbook from a source of your choosing.</td>
</tr>
<tr>
<td>Due date Sept. 9th by 11:30 pm</td>
<td>3. Complete all components of Unit 1 Special Education History and Evaluation</td>
</tr>
<tr>
<td></td>
<td>4. Read through the Semester Project: Vocational Evaluation</td>
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<tr>
<td></td>
<td>You will take the online assessment and submit the report by to Nov. 27th.</td>
</tr>
<tr>
<td><strong>Weeks 3-5</strong></td>
<td>1. Complete all components of Unit 2 RTI</td>
</tr>
<tr>
<td>September 10th - 30th</td>
<td>2. Continue to work on your semester project: Vocational Evaluation due November 27th.</td>
</tr>
<tr>
<td>Due Date September 30th by 11:30 pm</td>
<td></td>
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<tr>
<td>Week 6-8</td>
<td>October 1st - 21st</td>
</tr>
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<tr>
<td></td>
<td>1. Complete all components of Unit 3.</td>
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<td></td>
<td>2. Continue to work on your semester project: Vocational Evaluation due November 27th.</td>
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<thead>
<tr>
<th>Weeks 9-11</th>
<th>October 22nd - November 11th</th>
<th>Due Date November 11th by 11:30 pm</th>
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<tbody>
<tr>
<td></td>
<td>1. Complete all components of Unit 4 Academic Achievement</td>
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<td></td>
<td>2. Continue to work on your semester project: Vocational Evaluation due November 27th.</td>
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<tr>
<th>Weeks 12-14</th>
<th>November 12th - December 2nd</th>
<th>Unit 5 Due date December 2nd by 11:30 pm</th>
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<tbody>
<tr>
<td></td>
<td>1. Complete all components of Unit 5 Norm-Referenced Assessment</td>
<td></td>
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<tr>
<td></td>
<td>2. Vocational Evaluation due November 27th.</td>
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| Weeks 15-16      | December 3rd-14th                                                                  |                                  |
|------------------|-----------------------------------------------------------------------------------|                                  |
|                  | 1. Upload the final graded copy of your Norm-Referenced Assessment assignment to Livetext. |                                  |

**VI. Required Readings and Materials**

It is IMPERATIVE that the student has access to a computer that has the following components/capabilities: *PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.*

A copy of the State of Texas Special Education Standards can be printed from the Texas Education Agency web site:

http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allspeced.pdf

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction Evaluation Purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical. In the College of Education, the course evaluation process has been simplified and is completed electronically through mys fa. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Ethical Concerns:**

1. Plagiarism and cheating will be dealt with in accordance with university policy.

   - Professional standards of behavior are expected at all times.

**Attendance and Participation Policy:**

Traditional absences do not occur in online courses; therefore, absence is not a reason for failure to fully participate. Reading and assignments for each learning module as well as the quizzes are due by the due date stated in the syllabus.
Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled sessions. If a student must miss a session, he or she must contact the instructor and reschedule the missed session.

**Late Submission Policy and Make-up Exams:**

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked points - no exceptions.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ops), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ops will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://wow.sfasu.edu/disabilityservices/](http://wow.sfasu.edu/disabilityservices/).

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://wow.sfasu.edu/policies/academic_integrity.asp](http://wow.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a ch, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**IX. Other Relevant Course Information:**

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at safes.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [wow.taxes.edu.orig/registration_bulletin/http://wow.taxes.edu.orig/registration_bulletin/](http://wow.taxes.edu.orig/registration_bulletin/)). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at safes. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at safes.
Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


LiveText
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at wow.live text.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

Rubric

<table>
<thead>
<tr>
<th>CEC Standard</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 Foundations</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• know relevant laws and relevant regulations for Specific Learning Disability categories</td>
<td>Knowledge of federal regulations for Specific Learning Disability categories and adaptive</td>
<td>Limited on no knowledge of federal regulations for Specific Learning</td>
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Norm-Referenced Assessment Scoring Guide
<table>
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<tr>
<th><strong>policies</strong> for assessment as it relates to special education eligibility and adaptive behavior components. Knowledge of historical litigation regarding discriminatory assessment practices and placement. behavior components, but may lack depth and/or contain minor inaccuracies. Knowledge of historical litigation regarding discriminatory assessment practices and placement, but may lack depth and/or contain minor inaccuracies. Disability categories and adaptive behavior component. Limited or no knowledge of historical litigation regarding discriminatory assessment practices and placement.</th>
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| **Standard 3 Individual Learning Differences.**  
- evaluate student performance (academic and/or adaptive behavior) as it relates to the Normal Bell Curve and consider the impact of the individual’s strengths and deficits on learning and throughout the lifetime.  
- Accurately interprets norm-referenced assessment data using sentence descriptors. Relates student performance to Bell Curve ranges and considers the impact of the individual’s strengths and deficits on learning and throughout the lifetime.  
- Accurately interprets norm-referenced assessment data using sentence descriptors, but may contain minor misinterpretations. Relates student performance to Bell Curve ranges and considers the impact of the individual’s strengths and deficits on learning and throughout the lifetime, but may lack depth in understanding.  
- Limited or inability to interpret norm-referenced assessment data using sentence descriptors. Limited or inability to relate student performance to Bell Curve ranges and considers the impact of the individual’s strengths and deficits on learning and throughout the lifetime. |
<table>
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<tr>
<th>Standard 7 Instructional Planning.</th>
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| **•** interprets assessment data into a range of present levels of performance so that **consideration can be given to an individual's abilities and needs.**  
**•** translates assessment information into understandable terms that will allow families and professional colleagues to collaborate on an individualized instructional plan. |
| Consistently interprets assessment data into a range of present levels of performance for consideration of individual academic or behavioral abilities and needs. Consistently translates assessment information into understandable terms that allows families and professional colleagues to collaborate on an individualized instructional plan. |
| Interprets assessment data into a range of present levels of performance for consideration of individual academic or behavioral abilities and needs, but may contain some minor misinterpretations. Translates assessment information into understandable terms that allows families and professional colleagues to collaborate on an individualized instructional plan, but may lack depth or contain some minor inaccuracies. |
| Limited or inability to interpret assessment data into a range of present levels of performance for consideration of individual academic or behavioral abilities and needs. Limited or inability to translate assessment information into understandable terms that allows families and professional colleagues to collaborate on an individualized instructional plan. |

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<th>Standard 8 Assessment</th>
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| **•** analyze assessment data (academic and adaptive behavior) using **ethical principles of measurement**  
**•** use the results of |
| Knowledge and understanding of legal and ethical principles related to analyzing data for eligibility purposes and identifying appropriate supports and adaptations needed for individuals with ELN. |
| Knowledge and understanding of legal and ethical principles related to analyzing data for eligibility purposes and identifying appropriate supports and adaptations needed for individuals with ELN, but may lack depth or contain minor misinterpretations. |
| Limited or no knowledge and understanding of legal and ethical principles related to analyzing data for eligibility purposes and identifying appropriate supports and adaptations needed for individuals with ELN. |
assessments to help identify exceptional learning needs

- **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs