

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 607 CREDIT HOURS: 3

I. TITLE: Transdisciplinary Assessment of Individuals with Moderate/Severe Disabilities

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course involves procedures for assessment of the behavioral and educational performance of individuals with moderate to severe disabilities including task analysis, sequencing, behavioral skills and designing individual instructional programs. Students will be provided with experience in conducting assessments, developing individual education plans and use of program evaluation techniques related to individuals with moderate to severe disabilities.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. discuss federal and state requirements governing the assessment of individuals with moderate to severe disabilities including due process procedures and requirements (KTPS/InTASC #4, 6; CEC #1, 2);
- B. analyze the Kentucky Instructional Results Information System and alternative portfolio assessment for individuals with moderate to severe disabilities (KTPS/InTASC #2, 4, 5, 6; CEC #1,2);
- C. compare assessment strategies including direct observation, interviews, norm-referenced, criterion referenced, and curriculum-referenced testing in relation to developing performance based, functional, and activity based programming (KTPS/InTASC #6, 7; CEC #3);
- D. summarize assessment data for the purpose of developing an individualized education program for students with moderate to severe disabilities which facilitate performance-based, functional and activity based programming (KTPS/InTASC # 4, 5, 6, 7; CEC #1, 2);
- E. differentiate assessment for the following: screening, diagnosis and placement, instructional planning, measuring student progress, and program evaluation (KTPS/InTASC # 4, 5, 6, 7; CEC # 1, 2);
- F. administer, score, and interpret results of assessment instruments appropriate for use with individuals with moderate to severe disabilities (KTPS/InTASC #6, 7; CEC #1);

- G. demonstrate knowledge of reliability, validity, norms, scales of measurement, and quantification of test performance including statistical concepts related to assessment (KTPS/InTASC # 4, 5, 6; CEC #1, 2);
- H. discuss the use of task analysis for assessment purpose (KTPS/InTASC # 6, 7, 8; CEC # 2);
- I. discuss factors related to cultural background which can affect assessment of individuals and their families (KTPS/InTASC # 1, 2, 3; CEC # 1, 2);
- J. demonstrate the use of computers and related technology in assessment (KTPS/InTASC # 5, 6; CEC # 1, 2);
- K. conduct assessments of the environment, including the use of ecological inventories and curriculum catalogs to develop critical activities in various domains, e.g., domestic, community, recreation/leisure, and vocational (KTPS/InTASC # 4, 5, 6; CEC #1, 2);
- L. develop and adapt alternative, performance based assessments, including portfolio assessment (KTPS/InTASC # 6; CEC 1,2);
- M. compare various team models for assessment and instruction (KTPS/InTASC # 4, 5, 6; CEC # 1,2); and
- N. write professionally for the field of special education (KTPS/InTASC # 9; CEC #5).

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect through the course activities of reaction papers, assessment reports, and programming for student IEPs.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through various chapters within the text such as ecological assessment, person-centered planning, adapting standards-based curriculum, and alternate assessment.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Purpose of Assessment
- B. Interpretation of standardized measures
- C. Cautions in test interpretation
- D. Observations and behavioral recordings
- E. Performance assessment
- F. Task analysis
- G. Criterion-referenced assessment
- H. Curriculum-based assessment
- I. Classroom based assessment
- J. Ecological assessment
- K. Alternate assessment
- L. Communicating assessment results
- M. Collaborating with families

V. INSTRUCTIONAL ACTIVITIES

- A. Lectures and discussion
- B. Small group discussion
- C. Cooperative group activities
- D. Reading material
- E. Quizzes
- F. Written assignments
- G. Individual and group presentations
- H. Research assignments
- I. Exams

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Browder, D.M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York, NY: Guilford Press.

LiveText

Other readings as assigned by instructor.

- A. Waterfield Library
- B. Blackboard
- C. Self-selected books and articles
- D. RACERTrack, ERIC, and the Internet
- E. Professional publications

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements

Terminology Project	50 pts
Standardized Test Description	50 pts
2 Journal article summaries	50 pts = 2 @ 25 pts
Program Planning Assessment	100 pts
Quizzes	50 pts = 5 @ 10 pts
Assessment Development Project	50 pts

B. Grading Scale

- A = 100-93%
- B = 92-86%
- C = 85-79%
- D = 78-72%
- E = Below 71%

* Any student with special learning needs should contact the instructor. Any student not progressing well in the course should contact the professor for an appointment to discuss how to improve understanding.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed

to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).