



ASU College of Education
Teacher Education Department
SPED 3360: Management Issues with Individuals with Disabilities
Course Syllabus – Spring 2017

Professor/Instructor: Dr. Carlos A. Flores, Jr.
Email: carlos.flores@angelo.edu

Telephone: (325) 486-6956
Office: CARR 125

Office Hours:

Monday and Wednesday: 8:30 AM – 10:00 AM & 2:00 PM – 3:00 PM
Tuesday and Thursday: 11:00 AM – 12:00 PM & 1:30 PM – 3:00 PM
Friday: By appointment only

Day, Time & Location of Course

Online – however, there are field experience hours for this course to be completed at various SAISD schools.

Course Description

A study of management theories and practices, assessment methodology and strategies for working with learning and behavioral differences. Special emphasis will be given to theories of consultation and practices of working with diverse groups. In addition, there are 10 field experience hours required for this course that must be completed. Prerequisites: SPED 2361. Credit Hours: 3.0

Course Goals:

The goals of this course are to have the students:

1. Gain factual knowledge about assessment (terminology, classifications, etc.).
2. Learn fundamental principles about behavioral differences.
3. Learn to apply the behavioral course materials.

Course Objectives:

As a result of this course, the pre-service teacher candidates will be able to:

1. Explain the importance of the laws, policies, and ethical principles regarding behavior management.
2. Identify the basic classroom management theories and strategies for individuals with exceptional learning needs
3. Develop a Functional Behavior Assessment.
4. Describe a classroom environment that encourages student self-advocacy and increased independence.
5. Use Task Analysis.
6. Indicate awareness of the special education standards set forth by the Council for Exceptional Children(CEC) (www.cec.sped.org).

Methods of Instruction:

Group interactions in the public schools; Online; Blackboard/electronic communication

Materials Needed*Materials/Resources:*

All students registered for this course must have a current and active Taskstream account. Taskstream accounts can be purchased from www.taskstream.com if you already have an account from any other course, you will simply use that account and self enroll in this course in Taskstream.

All students registered for this course must have access to a working computer with internet access and a working printer. All computer generated and submitted assignments must be done in Microsoft Word not Works, or any other document producing program. All assignments are to be submitted as ".doc" or ".docx." Failure to do so will result in a zero for that assignment. All students registered for this course must have access to ASU's Blackboard site and have a working ASU email address.

Requirements

Students are expected to complete all assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU email on a regular basis each week, daily is recommended. Students are expected to complete reading assignments and activities each week, and take tests/exams as scheduled. Students are also expected to complete the field experience assignments as designated in BLACKBOARD. Students must access BLACKBOARD for electronic posting of the syllabus, assignments, announcements, grading information, etc. Students are also expected to post assignments to Taskstream as required. Contact the ASU Help Desk at 325- 942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

Students are also expected to have basic computer knowledge and skills such as (but not limited to) the ability to:

- use email with attachments
- save files in commonly used word processing program formats
- copy and paste work on two browser windows simultaneously
- use presentation and graphics programs

OUTCOMES**Angelo State University Undergraduate Learning Goals**

<http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202-27-09.pdf>

NCATE Standards web link:

<http://www.ncate.org/Standards/tabid/107/Default.aspx>

TEGES Standards /Competencies (also posted on Blackboard)

SBEC web site link:

<http://texes.ets.org/texes/prepmaterials/texes-preparation-manuals/>**TEGES EC-12 PPR testing link:**<http://texes.ets.org>**OUTCOMES (SACS/SLO; INTASC Standards; TEGES)**

Assessments	Case Study Report	On-Line Activities	Tests
ASU Undergraduate Learning Goals			
1. Liberal knowledge and skills of inquiry, Critical thinking, and synthesis	X		X
2. Core Skills	X	X	X
3. Specialized Knowledge	X	X	X
4. Social Responsibility	X	X	
5. Cultural Identity	X	X	
TEGES Competencies			
Competency 1	X		
Competency 2	X	X	
Competency 5	X	X	X
Competency 6	X		
Competency 8	X		
Competency 12	X		
Competency 13	X		
INTASC			
Standard 2 (h & m)			
Learning Differences	X	X	
Standard 3 (r)	X	X	
Learning Environments			
Standard 4 (r)	X	X	
Content Knowledge			
Standard 5 (r)	X	X	
Application of Content			
Standard 8 (r)	X	X	
Instructional Strategies			
Standard 9 (j & o)	X	X	
Professional Learning and Ethical Practice	X	X	

Assignments

See Blackboard for assignment information. The major assignment for this course is a case study development, which is a Behavior Intervention Plan. You will be required to develop an assessment case study on a student at the cooperating school and submit the completed case study via Taskstream. There will also be weekly reflections as a result of your work at the cooperating school in addition to the mid-term exam and final exam. The cooperating teachers may submit evaluations on your performance at their school. There will also be some short activities and discussion board assignments found on Blackboard. Please note that there may be some additions or deletions dependent upon weather and semester conditions.

All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

ASU OP10.04 Academic Regulations Concerning Student Performance

<http://www.angelo.edu/opmanual/#s10>

Course Evaluation and Grading

During this course, you will be responsible for much of your own learning and for scheduling the necessary time to complete the requirements of the course. It is recommended that you follow the timeline for completing assignments. **No late work will be accepted.** You may turn in any assignment early, but ALL coursework must be completed and turned in by **the due dates at 11:59 PM. There will be no extensions given.** The due dates are listed on the Blackboard site for this course. Grades will be based on a total point system for points earned for the activities described above. If assignments are changed during the semester, the point total will be adjusted to reflect the change. The activities carry the following point values:

Activity	Points
Discussion Board Topics @ 20 points each	100
Field Experience Observations @ 15 points each	150
Field Experience Sign In Sheets @ 5 points each	50
Short Activities	40
Written Assignments	100
Article Summaries	100
Mid-Term Exam	100
Final Exam (Case Study Development and Power Point Presentation)	420
Total Points	1060

Grade Distribution

954 – 1060 = A 742 – 847 = C 635 and below = F
848 – 1059 = B 636 – 846 = D

PLEASE NOTE: Points and activities are subject to change

IMPORTANT NOTE ABOUT GRADES: Failure to complete the 10 hours of observation will automatically result in an F for the course, regardless of your grades on other assignments. Observation hours are reported to the TEA and must be correct for your certification. If you miss an observation, it is your responsibility to make it up within the module or you must make arrangements with me ASAP.

Attendance Policy

Candidates are to adhere to ASU policy OP 10.04 and Unit policy.

<http://www.angelo.edu/opmanual/#s10>

Students are expected to log into class daily and to attend the mandatory principal meeting. Students are expected to attend all the required field experience hours that have been scheduled with the school. If the student is to be absent for a field experience visit, the student is to notify the school by phone **and** email. A copy of that email is to also be sent to the professor of the

course.

ASU OP 10.19 Student Absence for Observance of Religious Holy Day
<http://www.angelo.edu/opmanual/#s10>

Class Schedule

SPED 3360 Management Issues with Individuals with Disabilities

(tentative, may be adjusted by professor as needed)

Week	Topics
1 & 2	Intro to Course and Syllabus, Models of Human Behavior
3	Positive Behavior Supports
4	Positive Behavior Supports/Response to Intervention
5	Functional Behavior Assessments
6	ADHD
7	Behavior Modification
March 7	Mid-Term Exam - Online
8	Behavior Modification
9	Developing a Behavior Intervention Plan
10	Article Analysis
11	Post Traumatic Stress Disorder
12	Court Cases
13	Special Topic
14	Special Topic
15	Work on Final Projects
16	Final Projects Due
May 9	Final Project Due

ASU OP 10.15 Providing Accommodations for Students with Disabilities

<http://www.angelo.edu/opmanual/#s10>

Persons seeking accommodations must contact the Student Life Office, Room 112, University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Other Items

Web Sites

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University

www.tea.state.tx.us Texas Education Agency

<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp> State Board for Educator Certification (Texas)

www.apa.org American Psychological Association

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/> TExES preparation manuals and lists of competencies for state testing

<https://www1.taskstream.com/> For those with Taskstream accounts this site has important links and information for teacher preparation students. Contact the Teacher Education office for information on obtaining a Taskstream account.

Course Communication: It is my goal for you to be successful in this class. Please communicate with me if you have personal questions or concerns via email or telephone. If I don't answer, please leave a message with your phone number and I will call you back. Periodically throughout the semester, I may also solicit your feedback at the end of each module. In most cases, I will answer or respond to your email and voice mail questions within 48 hours but don't expect a response to answer questions over the weekend or official university holidays.



ASU College of Education
Teacher Education Department

**SPED 3364: Educating Students with High-incidence Disabilities in
an Inclusive Setting
Course Syllabus – Spring 2017**

Professor: Dr. Carlos A. Flores, Jr.

Telephone: (325) 486-6956

Email: carlos.flores@angelo.edu

Office: Carr-EFA #125

Office Hours:

Monday and Wednesday: 8:30 AM – 10:00 AM & 2:00 PM – 3:00 PM

Tuesday and Thursday: 11:00 AM – 12:00 PM & 1:30 PM – 3:00 PM

Friday: By appointment only

Day, Time & Location of Course

Online – However, there are field experience hours for this course to be completed at Glenn Middle School and Central High School. See the attendance section below for more information on this requirement.

Course Description

A study of special problems related to the education of students with learning differences. Designed to provide a working knowledge of instructional approaches and behavioral strategies. In addition, there are ten (10) field experience hours required for this course that must be completed. Prerequisites: SPED 2361. Credit Hours: 3.0

Course Goals:

The goals of this course are to have the students:

1. Gain factual knowledge about exceptionalities (terminology, classifications, etc.).
2. Learn fundamental principles about learning differences.
3. Learn to apply the instructional course materials.

Course Objectives:

As a result of this course, the pre-service teacher candidates will be able to:

1. Explain the differing ways of learning of individuals with exceptional needs including those from culturally diverse backgrounds.
 2. Identify the strategies to address the learning needs of individuals with exceptional needs.
 3. Develop a Lesson plan addressing the learning needs of individuals with exceptional needs.
 4. Describe appropriate communication strategies and resources to facilitate understanding of subject matter for students whose primary method of communication is not the dominant language
 5. Indicate awareness of the special education standards set forth by the Council for Exceptional Children(CEC) (www.cec.sped.org).
- Group interactions in the public schools; Online; Blackboard/electronic communication

Materials Needed

Textbooks:

Wilson, G. L. & Blednick, J. (2011). *Teaching in tandem: Effective co-teaching in the inclusive classroom*. Alexandria, VA: ASCD.

APA Manual (Publication manual of the American Psychological Association) (6th ed.). (2010). Washington, DC: American Psychological Association.

Other Materials/Resources:

All students registered for this course must have a current and active Taskstream account. Taskstream accounts can be purchased from www.taskstream.com If you already have an account from any other course, you will simply use that account and self enroll in this course in Taskstream.

All students registered for this course must have access to a working computer with internet access and a working printer. The computer must also have a working webcam. All computer generated and submitted assignments must be done in Microsoft Word **not** Works, or any other document producing program. All assignments are to be submitted as ".doc" or ".docx." Failure to do so will result in a zero for that assignment. All students registered for this course must have access to ASU's Blackboard site and have a working ASU email address.

Requirements

Students are expected to complete all assignments in order to successfully complete the course. Students are expected to check Blackboard and ASU email on a regular basis each week, daily is

recommended. Students are expected to complete reading assignments and activities each week, and take tests/exams as scheduled. Students are also expected to complete the field experience assignments as designated in Blackboard. Students must access Blackboard for electronic posting of the syllabus, assignments, announcements, grading information, etc. Students are also expected to post assignments to Taskstream as required. Contact the ASU Help Desk at 325- 942-2911 to learn about Blackboard and accessing it. Do this before the second day of class.

Students are also expected to have basic computer knowledge and skills such as (but not limited to) the ability to:

- use email and Blackboard with attachments
- save files in commonly used word processing program formats
- copy and paste work on two browser windows simultaneously
- use the Discussion Board feature of Blackboard
- use and create hyperlinks

OUTCOMES

Angelo State University Undergraduate Learning Goals

<http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202-27-09.pdf>

InTASC Standards web link:

<http://www.ccsso.org/Documents/2011/>

[InTASC_Model_Core_Teaching_Standards_2011.pdf](#)

TEExES Standards/Competencies (also posted on Blackboard)

SBEC web site link:

<http://texas.ets.org/texas/prepmaterials/texas-preparation-manuals/>

TEExES EC-12 PPR testing link:

<http://texas.ets.org>

OUTCOMES (SACS/SLO; NCATE Standards; TEExES)

	Lesson Plan	On-Line/ Field Activities	Tests
ASU Undergraduate Learning Goals			
1. Liberal knowledge and skills of inquiry, Critical thinking, and synthesis			X
2. Core Skills	X	X	X
3. Specialized Knowledge	X	X	X
4. Social Responsibility			X
5. Cultural Identity	X	X	
TEExES Competencies			
Competency 1	X		

Competency 2	X	X	
Competency 3	X	X	X
Competency 4	X		
Competency 7	X		
Competency 8	X		
Competency 12	X		
Competency 13	X		
InTASC Standards			
Standard 1(b, e, & f) – Learner Development		X	
Standard 2 – (a, c, g, h, & m) – Learning Differences	X	X	
Standard 3 (i & r) – Learning Environments	X	X	
Standard 4 (n & r) – Content Knowledge	X		
Standard 5 (r) – Application of Content		X	
Standard 6 (p, r, & u) Assessment	X	X	
Standard 7 (a, b, j, k, & n) – Planning for Instruction	X	X	
Standard 8 (a, h, l, & p) – Instructional Strategies	X	X	
Standard 9 (j & o) – Professional Learning and Ethical Practice	X	X	
Standard 10 (n) – Leadership and Collaboration		X	

Assignments

See Blackboard for assignment information. The major assignment for this course is a lesson plan development and an observation reflection. You will be required to develop a lesson plan using the TEKS and plan it for several students in a classroom with exceptional needs. You will be working with a teacher at the cooperating school and submit the completed lesson plan via Taskstream. There will also be weekly reflections as a result of your work at the cooperating school in addition to the mid-term exam and final exam. The cooperating teachers may submit evaluations on your performance at their school. There will also be some short activities, a group project, and discussion board assignments found on Blackboard for this course that you will need to complete as the semester progresses. Please note that there may be some additions or deletions dependent upon weather and semester conditions.

All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American

Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

ASU OP10.04 Academic Regulations Concerning Student Performance

<http://www.angelo.edu/opmanual/#s10>

Course Evaluation and Grading

During this course, you will be responsible for much of your own learning and for scheduling the necessary time to complete the requirements of the course. It is recommended that you follow the timeline for completing assignments. No late work will be accepted. You may turn in any assignment early, but ALL coursework must be completed and turned in by the due dates at 11:59 PM. There will be no extensions given. The due dates are listed on the Blackboard site for this course. Grades will be based on a total point system for points earned for the activities described above. If assignments are changed during the semester, the point total will be adjusted to reflect the change. The activities carry the following point values:

Activity	Points
Discussion Board Topics @ 20 points each	140
Field Experience Observations @ 15 points each	150
Field Experience Sign In sheets	50
Group Project	100
Written Assignments	140
Strategy Template assignments @ 70 points each	980
Mid-Term Exam	100
Final Exam (Lesson Plan Project)	330
Total Points	1990

Grade Distribution

1791 - 1990 = A 1393 - 1591 = C 1193 and below = F

1592 - 1790 = B 1194 - 1392 = D

(Activities and points subject to change)

Attendance Policy

Candidates are to adhere to ASU policy OP 10.04 and Unit policy.

<http://www.angelo.edu/opmanual/#s10>

ATTENDANCE:

Since this is an online class, we will not be meeting face-to-face at ASU. However, it is important to note that attendance at ALL 10 hours of field experience assignments is mandatory. Failure to attend ANY of the field experience assignments will result in failure of the course. That means if you miss even one field experience assignment, you will fail the course.

If there is an issue with attending the assignment, you MUST contact me.

ASU OP 10.19 Student Absence for Observance of Religious Holy Day

<http://www.angelo.edu/opmanual/#s10>

Class Schedule

(Tentative, may be adjusted by professor as needed)

Week #

Topics

1. Intro to Course and Syllabus, Understanding the Basics
2. Co-teaching Models
3. Establishing and Maintaining Co-teach Relationships - Group Project Introduction
4. Planning Lessons – Strategy Template 1
5. Developing Curriculum and Assessment – Strategy Templates 2 & 3
6. Combining Instructional Elements, Materials, and Environments – Strategy Templates 4 & 5
7. Incorporating Teaching Strategies – Strategy Templates 6 & 7
8. Strategy Templates 8 & 9

March 8, 2017 Mid-Term Exam – Online – ONE DAY ONLY

9. Strategy Templates 10 & 11
10. Strategy Templates 12 & 13 – Field Reflections
11. Role of the Administrator – Strategy Template 14
12. Keeping your co-teacher - Article Summary
13. Roles of the Paraprofessional - Group Project due
14. Teacher and Parent Issues
15. Lesson Plan and Observation Summary Prep work

16. Lesson Plan and Observation Summary due

May 10, 2017 Final Project Due

ASU OP 10.15 Providing Accommodations for Students with Disabilities

<http://www.angelo.edu/opmanual/#s10>

Persons seeking accommodations must contact the Student Life Office, Room 112, University Center, 325-942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Other Items

Web Sites

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University

www.tea.state.tx.us Texas Education Agency

<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp> State Board for Educator Certification (Texas) www.apa.org American Psychological Association

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/> TExES preparation manuals and lists of competencies for state testing <https://www1.taskstream.com/> For those with Taskstream accounts this site has important links and information for teacher preparation students. Contact the Teacher Education office for information on obtaining a Taskstream account.

Course Communication: It is my goal for you to be successful in this class. Please communicate with me if you have personal questions or concerns via email or call during my office hours. Periodically throughout the semester, I may also solicit your feedback at the end of each module. If you need to contact me at times other than my posted office hours, you should email and we can schedule a time to meet and a preferred mode of communication. In most cases, I will answer or respond to your email and voice mail questions within 48 hours but don't expect a response to answer questions over the weekend or official university holidays.



ASU College of Education
Teacher Education Department
SPED 3365: Principles of Assessment
Course Syllabus – Spring 2017

Professor/Instructor: Jennifer L. Yarbrough M.Ed.

Office: Meet with instructor via phone, email, or online.

Phone: (325) 315-7876

E-mail: Jennifer.yarbrough@angelo.edu

Office Hours: On campus by appointment only.

Day, Time & Location of Course

Online – **HOWEVER**, there are field experience hours for this course to be completed at Glenmore Elementary School.

Course Description

Designed to provide assessment strategies, formal and informal, to assess, plan, monitor, and evaluate the development of students with learning differences. In addition, there are 10 field experience hours required for this course that must be completed. Prerequisites: SPED 2361. Credit Hours: 3.0

Course Goals:

The goals of this course are to have the students:

1. Gain factual knowledge about assessment (terminology, classifications, etc.).
2. Learn fundamental principals about assessment.
3. Learn to apply the assessment course materials.

Course Objectives:

As a result of this course, the pre-service teacher candidates will be able to:

1. Explain the importance of Reliability and Validity as they apply to assessments.
2. Identify the different types of assessments and the appropriate use of the assessments.
3. Develop and administer curriculum-based assessments and informal assessments.
4. Describe Response to Intervention, its importance, and uses.
5. Perform progress monitoring.
6. Indicate awareness of the special education standards set forth by the Council for Exceptional Children(CEC) (www.cec.sped.org).

Methods of Instruction:

Group interactions in the public schools; Online - Blackboard/electronic communication

Materials Needed:

Textbooks:

Salvia, J., Ysseldyke, J.E., & Witmer, S. (2017). *Assessment in special and inclusive education (13th ed.)*. Belmont, CA: Wadsworth, Cengage.

Other Materials or Resources:

All students registered for this course must have a current and active Taskstream account. Taskstream accounts can be purchased from www.taskstream.com If you already have an account from any other course, you will simply use that account and self enroll in this course in Taskstream.

All students registered for this course must have access to a working computer with internet access and a working printer. The computer must also have a working webcam. **All computer generated and submitted assignments must be done in Microsoft Word not Works.** All assignments are to be submitted as ".doc" or ".docx." Failure to do so will result in a zero for that assignment. All students registered for this course must have access to ASU's Blackboard site and have a working ASU email address.

Requirements

Students are expected to complete all assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU email on a regular basis each week, daily is recommended. Students are expected to complete reading assignments and activities each week, and take tests/exams as scheduled. Students are also expected to complete the field experience assignments as designated in BLACKBOARD. Students must access BLACKBOARD for electronic posting of the syllabus, assignments, announcements, grading information, etc. Students are also expected to post assignments to Taskstream as required. Contact the ASU Help Desk at 325- 942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

Students are also expected to have basic computer knowledge and skills such as (but not limited to) the ability to:

- use email and Blackboard with attachments
- save files in commonly used word processing program formats
- copy and paste work on two browser windows simultaneously
- use presentation and graphics programs
- use the Discussion Board feature of Blackboard
- use and create hyperlinks
- download, install and use apps on mobile devices

OUTCOMES

Angelo State University Undergraduate Learning Goals

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TEExES Standards/Competencies (also posted on Blackboard)

SBEC Web site link:

<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp>

TEExES EC-12 PPR testing link:

http://cms.texas-ets.org/files/1613/1473/1879/160_ppr_ec12_framework.pdf

OUTCOMES (SACS/SLO; NCATE Standards; TEExES)

Assessments	Case Study Report	On-Line Activities	Tests
ASU Undergraduate Learning Goals			
1. Liberal knowledge and skills of inquiry, Critical thinking, and synthesis	X		X
2. Core Skills	X	X	X
3. Specialized Knowledge	X	X	X
4. Social Responsibility	X	X	
5. Cultural Identity	X	X	
TEExES Competencies			
Competency 1	X		
Competency 2	X	X	
Competency 3	X	X	X
Competency 4	X		
Competency 13	X		
InTASC Standards			
Standard 1 (a & d) Learner Development	X		
Standard 2 (a, h, l, m, & n) Learning Differences	X		
Standard 3 (f & r) Learning Environments	X		
Standard 4 (r) Content Knowledge	X	X	
Standard 5 (l & r) Application of Content	X	X	
Standard 6 (a, c, g, j, l, o, p, & v) Assessment	X	X	
Standard 7 (l) Planning for Instruction	X		
Standard 8 (b)			

Instructional Strategies	X	
Standard 9 (c, h, j, l, & o)		
Professional Learning and Ethical Practice	X	X

Assignments

See Blackboard for assignment information. The major assignment for this course is a case study development. You will be required to develop an assessment case study on a student at the cooperating school and submit the completed case study via Blackboard and Taskstream. There will also be weekly reflections as a result of your work at the cooperating school in addition to the mid-term exam and final project/case study. The cooperating teachers may submit evaluations on your performance at their schools. There will also be some short activities and discussion board assignments found on Blackboard for this course that you will need to complete as the semester progresses. Please note that there may be some additions or deletions dependent upon weather and semester conditions.

All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

ASU OP10.04 Academic Regulations Concerning Student Performance

<http://www.angelo.edu/opmanual/#s10>

Course Evaluation and Grading

During this course, you will be responsible for much of your own learning and for scheduling the necessary time to complete the requirements of the course. It is recommended that you follow the timeline for completing assignments. **No late work will be accepted.** You may turn in any assignment early, but ALL coursework must be completed and turned in by **the due dates at 11:59 PM. There will be no extensions given.** The due dates are listed on the Blackboard site for this course. Grades will be based on a total point system for points earned for the activities described above. If assignments are changed during the semester, the point total will be adjusted to reflect the change. The activities carry the following point values:

Activity	Points
Discussion Board Topics @ 20 points each	140
Field Experience Observations @ 15 points each	150
Field Experience "Sign In Sheets" @ 5 points each	50
Short Activities, Written Assignments or Quizzes 20 points each	120
Mid-Term Exam	100
Final Exam - (Case Study Development and Power Point Presentation)	480

Grade Distribution

936 – 1040 = A 728 – 831 = C 623 and below = F
 832 – 935 = B 624 – 727 = D

Attendance Policy

Candidates are to adhere to ASU policy OP 10.04 and Unit policy.
<http://www.angelo.edu/opmanual/#s10>

Students are expected to log into class weekly and to attend the mandatory principal meeting. Students are expected to attend all the required field experience hours that have been scheduled with the school. If the student is to be absent for a field experience visit, the student is to notify the school by phone **and** email. A copy of that email is to also to be sent to the professor of the course.

Attendance

Because this is an online class, we will not be meeting face-to-face at ASU. However, it is important to note that attendance at **ALL** 10 hours of field experience assignments is mandatory. Failure to attend **ANY** of the field experience assignments **will result in failure of the course**. Yes, that means if you miss even one field experience assignment, you will fail the course. If there is an issue with attending the assignment, you **MUST** contact me.

Topics Schedule**SPED 3365 Principles of Assessment**

(Tentative, may be adjusted by professor as needed)

Weeks	Topics
1-2	Intro to Course and Syllabus, Purpose of Special Education Assessment in Decision Making, Assessment Laws and Ethics, and Response to Intervention (Multi-Tiered System of Support)
3-5	Basic Statistics, Reliability and Validity Different types of formal and informal Assessments.
6-7	Observation Assessments, RTI (Response to Intervention)

March 9, 2017

Mid-Term Exam – online (12:01 AM –

9-10	Teacher Made Assessments, Curriculum Based Assessments, Managing Classroom Assessment.
11-13	Academic Achievement Assessments, Intelligence Assessments, Social and Emotional Behavior Assessments, Test Adaptations and Accommodations
14-15	Making Instructional, Eligibility and Accountability Decisions.
May 11, 2017 16	Final Project Due – online Blackboard AND Taskstream (12:01 AM – 11:59 PM to submit project)

ASU OP 10.19 Student Absence for Observance of Religious Holy Day

<http://www.angelo.edu/opmanual/#s10>

ASU OP 10.15 Providing Accommodations for Students with Disabilities

<http://www.angelo.edu/opmanual/#s10>

Persons seeking accommodations must contact the Student Life Office, Room 112, University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Other Items

Web Sites

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University

www.tea.state.tx.us Texas Education Agency

<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp> State Board for Educator Certification (Texas) www.apa.org American Psychological Association

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/> TExES preparation manuals and lists of competencies for state testing <https://www1.taskstream.com/> For those with Taskstream accounts this site has important links and information for teacher preparation students. Contact the Teacher Education office for information on obtaining a Taskstream account.

Course Communication: It is my goal for you to be successful in this class. Please communicate with me if you have personal questions or concerns via email or call during my office hours. Periodically throughout the semester, I may also solicit your feedback at the end of each module. If you need to contact me at times other than my posted office hours, you should email and we can schedule a time to meet and a preferred mode of communication. In most cases, I will answer or respond to your email and voice mail questions within 48 hours but don't expect a response to answer questions over the weekend or official university holidays.