

**Special Education 5720, Fall 2010**  
**Assessment for Eligibility, IEP Development and Program Planning**

*Instructor:* **Tami Pyfer, M.Ed.**

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*Office hours:* Please contact me whenever needed by cell phone

*Course Date and Time:* Monday 4:30 – 7:00, September 13 – December 10

*Location:* Wimba (Blackboard)

**Other Contact Information:**

Mailing Address:

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Technical Support

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E-mail: [david.harris@usu.edu](mailto:david.harris@usu.edu)

NOTE: The toll-free number goes to Denise Knight. She will transfer your call. If Denise is not at her desk and you receive her voice mail, press "0" during the message. Ask the operator to connect you with 7-7011 for Marlene Deer; 7-8284 for Tech support; or 7-7567 for Tami Pyfer.

**COURSE RESOURCE MATERIALS**

**Text:** All necessary reading, materials, and assignment instructions will be posted on Blackboard.

**ASSIGNMENTS**

A full description of each assignment, along with detailed instructions, can be found on Blackboard.

Assignments can be mailed, faxed or emailed. Please contact me for special circumstances which would prevent you from meeting the assignment deadline. Otherwise, late assignments will be assessed a 10% per day late penalty.

**See Class SCHEDULE for listing of Assignments and Due Dates**

**Grading**

A 94-100%	C+ 77-79%
A- 90-93%	C 73-76%
B+ 87-89%	C- 70-72%
B 83-86%	D 60-69%
B- 80-82%	F Below 60%

## **COURSE OBJECTIVES**

Define basic terminology used in assessment and describe the use and limitations of assessment instruments.

CC8:K1, K4

Outline the legal provisions and ethical principles regarding assessment of individuals, including the screening, pre-referral and classification process and considerations for students from culturally or linguistically diverse backgrounds.

CC8:K2, K3; CC8:S6

Comprehensive Educational Assessment: Standardized, Curriculum Based (Routines-Based), and Behavioral Observation Assessments

Gather relevant background information about the child and the child's family

CC8:S1

Interpret a standardized (norm-referenced) test.

Administer a curriculum-based (CBA), or criterion-referenced (CRT), assessment in a routines-based setting to the same child.

Conduct a behavioral observation in the classroom of the child and a same-age peer.

CC8:S2

Assessment Report

Review and interpret test scores from the standardized test, the play-based CRT or CBA, and behavioral observation.

CC8:S5

Summarize findings and make recommendations regarding eligibility, placement, and program within the context of the child's culture and/or linguistic needs.

CC8:S6, C7, K5

IEP Development

Based on the assessment results and relevant background information, develop an IEP for the child.

CC8:S6

**The instructor reserves the right to modify this syllabus or schedule to accommodate student needs, guest speakers, lectures, information presented, etc.**

**Students with Disabilities:** Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. (NOTE: I ***must*** have the appropriate forms from the DRC in order to address any accommodations.)

## **STUDENT CODE**

Students need to adhere to student code by not interfering with the instruction or the learning of other students. The instructor encourages that each student will actively participate in class discussion.

**Participation is defined** as occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class.

**Courteous demeanor is defined** as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), (3) listening (not talking) during lecture or class discussion, (4) ringing cell phones, talking on cell phones, text messaging, surfing the internet on laptops, and similar activities during class time are not accepted in this course, and (5) do not read the newspaper during lecture.

If this becomes a problem by interfering with the instruction of the instructor and interrupting the learning and listening of other students you may be asked to leave the class.

### **Student Responsibilities:**

As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as announced by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of conduct (the Honor System – see: section V-3. –Misconduct – see: section V – 3)

#### Academic Honesty

Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. Be aware that we use the following definitions:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Group work has become an issue in on-line classes. In the past classes there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product.

Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating.

Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes or assignments is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructors, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries a work with you to maximize your learning and maintain individual accountability.