



Graduate Course Syllabus

SPED 580C: Special Education Assessment

Center: Online

Course Prerequisites

SPED 520

Course Description

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, and the characteristics of learners with and without disabilities across cognitive, social, emotional, and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation, and reporting of selected diagnostic testing used in special education evaluations.

Course Outcomes

- Become familiar with the legal and ethical responsibilities in the area of special education assessment
- Examine a variety of formal assessment tools used to identify students with disabilities
- Understand the procedures for the administration, interpretation, and reporting of student evaluations
- Administer and practice using a standardized assessment of academic achievement
- Conduct and prepare a written report of a classroom observation, as required for the special education eligibility process
- Understand how a variety of assessment data is used in the special education eligibility process

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Assessment in Special and Inclusive Education

J. Salvia, J. E. Ysseldyke, & S. Bolt

Wadsworth, Cengage Learning

13th edition

2017

ISBN: 978-1-305-64235-5

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	7	25	175
Short Papers	4	40	160
Field Experience Logs	6	25	150
Critical Task			
Milestone One	1	80	80
Milestone Two	1	85	85
Critical Task Submission	1	350	350
		Total Course Points:	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

<i>Total Points. 1000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course are to be submitted to Chalk & Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, creating a portfolio, and submitting an assignment to Chalk & Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk & Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Importance of Special Education Assessment <i>Assessment in Special and Inclusive Education</i> , Chapter 2 1-1 Discussion: Getting Started 1-2 Short Paper: Parental Involvement in the Assessment Process 1-3 Field Experience Log
2	Legal and Ethical Considerations of Assessment Practices <i>Assessment in Special and Inclusive Education</i> , Chapter 3 2-1 Discussion: Legal and Ethical Considerations 2-2 Milestone One: Legal, Regulatory, and Ethical Concerns Regarding Special Education Assessments
3	Cognition Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 18 3-1 Discussion: Interpreting Assessment Results 3-2 Short Paper: Common Intelligence Assessments 3-3 Field Experience Log
4	Multiple-Skills Academic Achievement Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 14 4-1 Field Experience Log
5	Individual-Skills Academic Achievement Assessments <i>Assessment in Special and Inclusive Education</i> , Chapters 15, 16, and 17 5-1 Short Paper: Individual-Skill Academic Achievement Assessments 5-2 Field Experience Log
6	Assessment Workshop 6-1 Discussion: Various Assessment Options 6-2 Field Experience Log
7	Social and Emotional Assessments <i>Assessment in Special and Inclusive Education</i> , Chapter 19 7-1 Short Paper: Social-Emotional Assessments 7-2 Milestone Two: Introduction and Administration Procedures and Practices
8	Language and Perceptual Motor Assessment <i>Assessment in Special and Inclusive Education</i> , Chapters 4 (pp.60) and 17 8-1 Discussion: Cultural Diversity in Language Assessment 8-2 Field Experience Log
9	Special Education Assessment and Evaluation Report <i>Assessment in Special and Inclusive Education</i> , Chapter 4 9-1 Discussion: Reflection on Assessment Process 9-2 Critical Task Submission: Special Education Assessment and Evaluation Report
10	Using Assessment Data to Determine Disability Categories and Formulate IEP Goals <i>Assessment in Special and Inclusive Education</i> , Chapter 21 10-1 Discussion: Areas of Special Interest in Special Education

Critical Task: Special Education Assessment and Evaluation Report

You must complete a report on an administered assessment as your critical task. It is important to understand the evaluation process that is used to determine eligibility for special education services. Whether you will administer the assessments or use the results of the tests to develop supports for students, understanding the legal, ethical, and regulatory considerations involved in administering, interpreting, and reporting results will benefit and protect the student being assessed. The critical task for this course will require that you use the results from an administered assessment to develop a report about the assessment including its use, administrative procedures and practices, and legal, regulatory, and ethical considerations involved.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please email assessmentcalibration@snhu.edu.