SPED 4302: Psychometrics for Exceptional Children and Youth Section: P01 CRN: 24023
Spring 2024

Department of Curriculum & Instruction Whitlowe R. Green College of Education

General Course Information

Item	Information
Instructor:	Dr. Kay Norman
Section # and CRN:	24023
Office Location:	CUIN Department Delco Rm 316
Office Phone:	936-261-3409
Email Address:	kfnorman2@gmail.com
Office Hours:	By appointment
Mode of Instruction:	Face to face, Lecture,
Course Location:	Delco 243.
Class Days & Times:	Tuesday 5-7:50 pm
Catalog Description:	SPED 4302: Psychometrics for Exceptional Children and Youth. (3-0 semester hours. This course will familiarize the teacher with the legal the assessment of children exhibiting the characteristics of behavior d learning disabilities, and/or mental retardation.
Prerequisites:	SPED 3300
Co-requisites:	None
Required Text(s):	R. Pierangelo & G. Giuliani (2023). *Assessment in Special Education: Approach*: 6th Edition Pearson ISBN-10: 0137545762 ISBN-13: 9780137545766

	Recommended Text(s):	Assessing Students with Special Needs. Kritikos, McLoughlin, Lewis. 2018. 13:978-0-13-457570-439689 – 4

Access to Learning Resources: PVAMU Library:
         phone: (936) 261-1500;
         web:
   ١ttp://www.pvamu.edu/pages/3585.as
   ɔ   University Bookstore:
         phone: (936) 261-1990;
         web:
         https://www.bkstr.com/Home/10001-10734-1?demoKey=d

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	To be problem solvers, critical thinkers, and decision makers who are able to communicate these cognitive skills to students	1,2,3	1,2,
2	To be facilitators of student growth and development who exhibit a positive self-esteem and self-concept and are able to transition these affective components to students	1,2,3	1,2,
3	To be reflective and continual learners who initiate and distribute knowledge and skills	1,2,3,4	1,2
4	To understand and appreciate human diversity and demonstrate global awareness by recognizing that diverse learners can meet all learner outcomes at some level.	1,2,3	1,2,3
5			
6			
7			

Student Learning Outcomes (SLO)

1. **The Learner and Learning:** Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able to **apply critical concepts** and principles of learner development, **learning differences**, and creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families. (CAEP R1.1; InTASC Standards 1, 2, and 3)

2. **Content:** Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions.** Candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students. (CAEP R1.2; InTASC 4 and 5)

3. **Instructional Practice:** Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state approved technology standards** to engage and improve learning for all students. (CAEP R1.3; InTASC 6, 7, and 8)

4. **Professional Responsibility:** Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families.** (CAEP R1.4; InTASC 9 and 10)

Alignment with New Core Objectives	
1. Critical Thinking skills: Analyze, infer, explain and evaluate in order to solve problems.	1). In class, participate in class discussions and write paragraphs and compositions over readings and related films considering the following: the history of special education and cultural differences that appear in selected time periods in education and the larger society. 2). Write out the answers to the reading comprehension questions, and vocabulary terms. 3) Take a midterm and a final exam designed to test student critical thinking skills related to the skills and mechanics of assessment. Give oral reports and write essays that show a command of special education assessment and services.
2. Personal Responsibility: take appropriate steps when making ethical decisions	Participate in class discussion of situations that arise from the assigned exercises and readings.
3. Social Responsibility: acquire an intermediate level of inter-educational and diversity competence	Write paragraphs, give oral presentations and write a reflective composition showing a knowledge of and appreciation for education, inclusion and diversity.

Alignment of CEC Standard, State Standard, and Program Courses

CEC Standards	State Standards	Program Courses
1. Foundations	Standards 1,2 & 3 Domain IV Competency 010, 011 & 012	SPED 3300, and SPED 4303
2. Development and Characteristics of Learners	Standard 4 Domain I Competency 001	SPED 3300 SPED 4302
3. Individual Learning Difference	Standard 4 Domain I Competency 001	SPED 3300 and SPED 4301
4. Instructional Strategies	Standards 6, 7, 9, 10, 11 and 12 Domain II, III Competency 003, 004, 006, 007, 008, & 009	SPED 4302, 4311, 4312, 4343 & CUIN 4003
5. Learning Environments and Social Interactions	Standards 6, 7 & 10 Domain II Competency 003, 004 & 007	CUIN 3300, 3301, 4003, 4301, & 4311 SPED 3300, & 4311

6. Language	Standard 4, 8, & 11 Domain I, II, & III Competency 001, 005, & 008	SPED 4301 and 4311
7. Instructional Planning	Standards 5, 6, 8, 10 &11 Domain I, II & III Competency 003, 006 & 007	CUIN 3300,4310 & 4311 SPED 4023, 4303, & 4311
8. Assessment	<mark>Standard 5 Domain I Competency 002</mark>	CUIN 4310 SPED 4300, 4302, 4311
9. Professional and Ethical Practice	Standard II Domain IV Competency 011	SPED 3300, 4312, & 4343
10. Collaboration	Standard 3 Domain IV Competency 012	SPED 4303, & 4343

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.
Class Participation – class attendance, quizzes, oral responses, and any assigned written homework.
Compositions – written compositions over assessment topics covered in class
Midterm Exam – exam designed to measure knowledge of content presented through mid semester.
Final Exam – proctored written exam designed to measure knowledge of entire course material.

Grading Matrix

Instrument	Value	Total
Class Participation	40%	40%
Written Assessment Protocols	10%	10%
Written Midterm Exam	25%	25%
Written Final Exam	25%	25%
	Total:	100%

Grade Determination:
A = 90-100%   B = 80-89%   C = 70 -79%   D = 60-69%   F = 0-59

Course Procedures

Submission of Assignments: All assignments are to be submitted by deadline dates/times. There are no make- ups for missed tests, quizzes, and compositions. Students need to provide prompt and valid written documentation to be excused from such assignments.
**Extra Credit: There are no opportunities for extra credit in SPED 4302**.
Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word (.doc or .docx), Rich-Text (.rtf), or plain text format.
Exam Policy: Exams need to be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook). Midterm and final exams follow the official schedule.
Incomplete Grades: A final grade of incomplete may be entered by the instructor in cases where individual students have representative grades and are passing the course but are unable to complete a major assignment (e.g. the final exam) due to circumstances beyond each student's control.

PRAIRIE VIEW A&M UNIVERSITY
WHITLOWE R. GREEN COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK
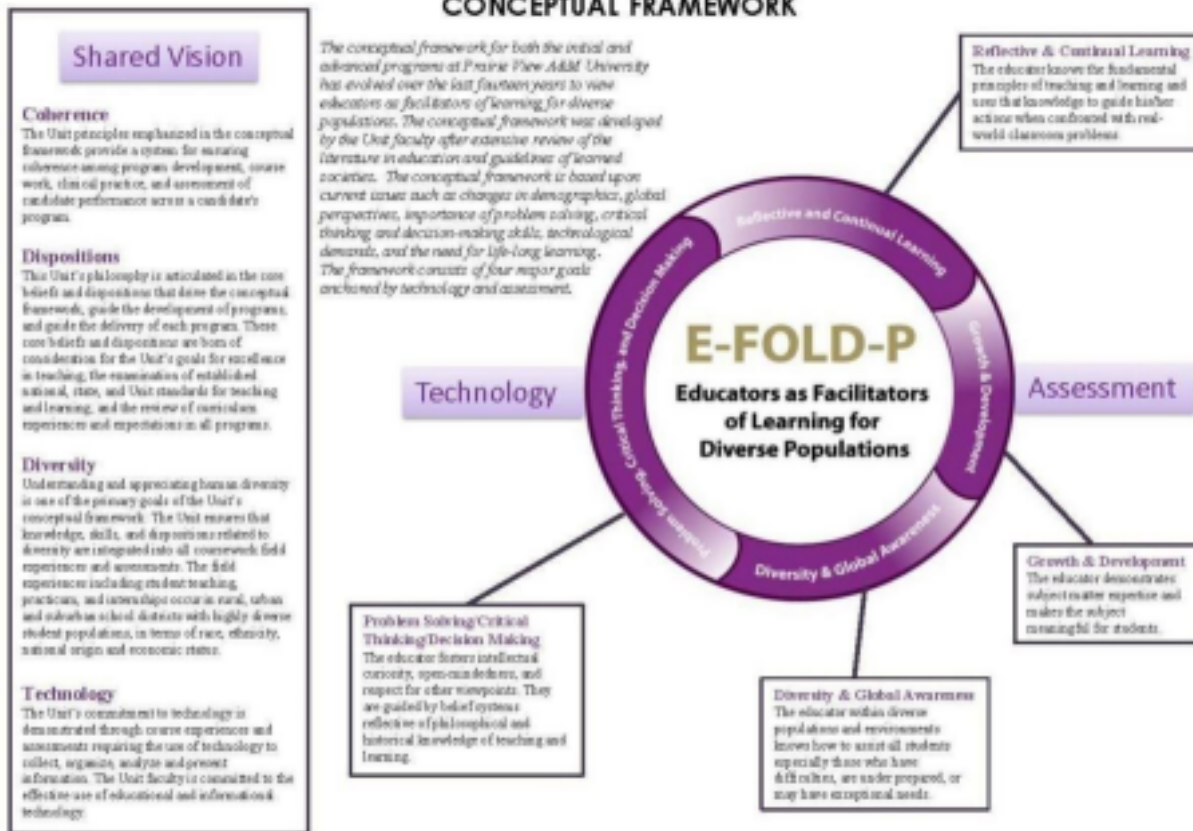
This course is also designed as a part of a comprehensive and coherent professional development system and addresses proficiencies which describe what teachers must know and be able to effectively demonstrate so that all children have access to a quality education. *The Proficiencies for Teachers in Learner-Centered Schools* utilized by this teacher preparation entity to ensure that all educators have the knowledge and skills to teach in Texas public schools are:

LEARNER-CENTERED KNOWLEDGE
    The teacher possesses and draws on a rich knowledge base of content,
        pedagogy, and technology to provide relevant and meaningful learning
        experiences for all students.
LEARNER-CENTERED INSTRUCTION
    To create a learner-centered community, the teacher collaboratively identifies needs; and
        plans, implements, andassesses instruction using technology and other resources.
EQUITY IN EXCELLENCE FOR ALL LEARNERS
    The teacher responds appropriately to diverse groups of learners
LEARNER-CENTERED COMMUNICATION
    While acting as an advocate for all students and the school, the teacher demonstrates
        effective professional and interpersonal communication skills.
LEARNER-CENTERED PROFESSIONAL DEVELOPMENT
    The teacher, as a reflective practitioner dedicated to all students' success demonstrates a

commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

DOMAIN I UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

The special education professional demonstrates knowledge of:

1. Learning factors that may affect learning in students with disabilities and uses this knowledge to respond to individual learners' needs and take advantage of their capacities.
2. The effects of disabilities on developmental processes and progressions in various domains.
3. Formal and informal assessment procedures designed to evaluate individual differences and make placementand programming decisions.

DOMAIN II PROMOTING STUDENT LEARNING AND DEVELOPMENT

1. The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
2. The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
3. The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
4. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
5. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

DOMAIN III PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING AND IN MATHEMATICS

1. The special education teacher promotes students' performance in English language arts and reading.
2. The special education teacher promotes students' performance in mathematics.

DOMAIN IV FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

1. The special education teacher understands the philosophical, historical, and legal foundation of special education.
2. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
3. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Major Course Requirements

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
The KWL-IG Assessment, Analysis, and Prescriptive-Diagnostic Form	Use the attached *Assessment Template* to evaluate a students
Article Abstract	Research articles that focus on student assessments and write an abstract article.
Key Assessment	==Assessment Case Study (Formal and Informal Reading Assessment)==
Midterm	Multiple Choice Exam
Final	Multiple Choice Exam
Quizzes	Three quizzes

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course: SPED 4302-P01

Weekly Course Activities

This syllabus and course calendar is a guide for the course listed above. The syllabus may be altered, edited, or modified at any time. Any such modifications will be communicated to students either electronically or face-to face.

Week # and Date	Topics and Activities	Materials Needed
Week 1	Chapter Reviews – Lead by instructor; Chapter 1 and 2 Chapter 1: Introduction to Assessment Chapter 2: Methods of Assessment and Testing Considerations	

Week 2	Chapter Reviews – Lead by instructor; Chapter 3 and 4 Chapter 3: Basic Statistical Concepts Chapter 4: Scoring Terminology Used in Assessment.............................	
Week 3	Chapter Reviews – Lead by instructor; Chapter 5 and 6 Chapter 5: Legal, Ethical, and Professional Issues in Special Education Assessment Chapter 6: Cultural and Linguistic Diversity in Special Education Assessment	
Week 4:	Chapter Reviews – Lead by instructor; Chapter 7 Chapter 7: Response to Intervention (R T I)	Quiz- Chapter 1-7
Week 5	Chapter 8 Review: Chapter 8: Required Responsibilities in Screening and Assessment of Students	Assignment: The KWL-IG Assessment, Analysis, and Prescriptive-Diagnostic Form
Week 6	Chapter 9 and 10 Reviews: Chapter 9: The Child Study Team and Pre-referral Strategies Chapter 10: The Multidisciplinary Team, and	

	Parental Participation in the Assessment Process	
Week 7:	Chapter 11. Chapter 11: Assessment of Academic Achievement	Visit: [Guide to the ARD/IEP Process, Procedural Safeguards, and Legal Framework](#)
Week 8	Mid-Term Exam	Exam
Week 9	Chapter 12 Review: Chapter 12: Assessment of Intelligence	
Week 10:	Oral presentations of research assignments by all students	Key Assessment: Reading Assessment.
Week 11	Lecture – Chapter 13 and 14 Chapter 13: Assessment of Behavior Chapter 14: Assessment of Perceptual Abilities	*Quiz- Chapter 10-14*
Week 12	Chapter 15 and 16 Review: Chapter 15: Assessment of Speech and Language Chapter 16: Assessment of Hearing Loss and Evaluations for Physical and Occupational Therapy Needs	
Week 13	Chapter 17 and 18 Reviews: Chapter 17: Early Intervention and Preschool Assessment	Final Draft Research Papers due

	Chapter 18: Determining Whether a Disability Exists: Eligibility Criteria	
Week 14	Chapter 19 and 20 Review: Chapter 19: Writing A Comprehensive Educational Report in Special Education Chapter 20: Preparation and Presentation of Test Results	Quiz Chapter 12-20
Week 15	Chapter 21 and 22 Review: Chapter 21: Eligibility Procedures For Special Education Services Chapter 22: Development Of The I E P	
Week 16	Final Exam	Final Examination
Other Class Activities Expect Quizzes to review accommodations, modifications, adaptive behavior, IQ ranges for intellectual Disability, local and state agencies, transition, IEP, goals, objectives, PLAAFP, assistive technology & STAAR-Alt.	Quizzes - (Dates will not be announce) Each activity will take no longer than 5 minutes.	Students will have opportunities to earn extra points and review skills gained.

Student Support and Success

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Library Website Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the advising website. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; University Tutoring Website

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Writing Center Website, Grammarly Registration

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; Panther Navigate Website

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Health & Counseling Center Website

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can

then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the OTS – Proctoring Service website. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Disability Services Website

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit CIITS Student Website. Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Veteran Affairs Website

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Student Engagement Website

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Center for Careers & Professional Development Website

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity]() and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal

disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title XI Website, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the Online Reporting Forms to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum **Recommended Hardware and Software:**
- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to TimelyCare, a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

Assignment Descriptions

Artifacts 1: The KWL-IG Assessment, Analysis, and Prescriptive-Diagnostic Form

Case Study Name   Your Name: Course: Date:

Assessment, Administration, Analysis (Diagnosis), and Intervention/Instruction Response				
What do you know? (K) List all the facts about the student. List inferences and tie them to the corresponding facts.	**What do you want to know? (W)** List additional data that you need for the next step in your diagnosis. Beside each data you need, note the data collection source/instrument and method you would use to gather the relevant information.	**What have you learned? (L)** Based on the corresponding fact, state what you have learned about the student. List the student's strengths and weaknesses clearly. What have you learned from the assessment you administered.	**What intervention/instruction will you use to meet student's needs? (I)** Select any evidence-based intervention that you would use to meet the student's needs. Use the ABC guide below to complete this column.	**What is/are your long-term/short-term goal(s)? (G)** Develop goals based on your student's needs.
Ex. A-1. Student reads at 4.6 grade level (WJ III)	Ex. W-1. What is student's fluency level? (DIBELS ORF)			

Inferences:	Inferences:	Inferences:		
Ex. A-1. Student will struggle to read grade 11 material				

Go to **section I** after completing the first three columns. Use the instructions below to complete section I. Be sure to link facts and inferences using letter and/or numbers.
   A. Develop ***assessment-based learning objectives*** for each row.
   B. State a ***specific diagnostically-based strategy*** for each learning objective (be able to support this choice)
   C. State the ***learning objective-based assessment*** you will use to assess student outcome (for your learning objective, be able to show a link between the skills needed in learning the objective and the skill needed to accurately reflect the level/degree of student learning).
Lastly write an annual goal in **section G** for each area of need identified.

Article Abstract

Directions

Steps:

1. Find a journal article on an assessment approach. Be sure the article has been published in a peer-reviewed professional journal.

2. The abstract should have the following parts:

   a. Your name in the header. (Nothing else is needed.)
   b. The reference for the article is done in APA format.
   c. A two-page discussion of the article that has the following pieces:
      i. A summary of what the article is about and its findings (approximately 1 page)
      ii. Your reactions (agreements and/or disagreements) to the article
      iii. How the information in the article could be applied in your classroom (or possibly someone else's classroom, if you find that it simply doesn't fit with your classroom setting or if you are not in a school setting)

3. Other qualities of the paper:

   a. 12 point font—Times or Times New Roman
   b. Double-spaced
   c. Approximately 2 pages
   d. Post your article for your peers in the blog section of Blackboard.

4. Prepare a brief presentation of how you would use the assessment in the classroom. Provide a handout for all class members.

In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of the second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.

STATEMENT OF AGREEMENT

I have read the Course Syllabus for **SPED 4300** for the Spring Semester 2024, including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

I understand that:

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.
- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations prior to the final class meeting.
- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any significant changes.
- Extra credit will not be given to improve my grade.
- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.
- I am responsible for all coursework.
- In accordance with the Syllabus, late assignments are not accepted.
- It is my responsibility to request an appointment with the instructor.
- I will listen to my peer's opinions and respect them, even if they differ from my own.
- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.
- I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance with the rules and procedures therein.
- I am responsible for my own academic integrity and the integrity of my work.
- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to inform the instructor.

Printed Name of Teacher Candidate   Last 4 digits of PV ID

PVAMU E-mail Address: _____

Personal Email Address: _____

Phone: (Best contact number):_____ 2nd Contact # _____

_____   _____
Signature of Teacher Candidate   **Date**

RETURN THIS PAGE FROM THE SYLLABUS TO THE INSTRUCTOR TO COMPLETE YOUR ENROLLMENT IN THIS COURSE.

📁 **RECEIVED WITH STUDENT'S SIGNATURE:_____**

ENTERED INTO GRADE BOOK: