



Syllabus

Course Information

Course Title, Number, Section Number: EDUC 613-001 Introduction to individual student assessment

Term & Year:

Number of Credits: 3 Credits

Course Location: Online

Instructor Information

Instructor	
Office	
Contact Information	
Online Office Hours	
Instructor's Response Policy	

Course Description

Assessment serves as a cornerstone of special education, both in terms of eligibility and instructional planning. This course will focus on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurements, and dynamic assessment. Speech/Language development, delays, and disorders will also be addressed in this course.

Methods of Instruction

Teaching and Learning Strategies: This course will include multiple forms of instruction (e.g., interactive discussions, projects, reflections, research, interviews, etc) to address multiple styles of student learning. Many of the best practice teaching strategies identified for use with students with a disability will be modelled in this course.

Required and Recommended Course Materials

No texts are required for this course, all required materials will be provided for students via materials uploaded into the course or web links.

Viterbo University Mission

The mission of Viterbo University is *to prepare students for faithful service and ethical leadership.*

Franciscan Core Values:

- Contemplation, as we practice thoughtful reflection that invites us to uncover truth and meaning in our knowledge, actions, and decisions
- Hospitality, as we open ourselves to our guests, students, and co-workers with respect and reverence for each person's human dignity
- Integrity, as we embrace goodness, justice, and ethical conduct in all that we do, personally and institutionally
- Stewardship, as we practice prudent and responsible use of all resources in our trust
- Service, as we act and lead for the common good in the spirit of humility and joy

Viterbo University is committed to the integration of the liberal arts and professional studies and considers the preparation of teachers to be a responsibility of the entire university.

Mission Statement of Graduate Programs in Education

In keeping with the mission of Viterbo University, the School of Education has as its mission the *preparation of educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century*

Graduate courses are intended to provide each learner with an opportunity to extend and broaden professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

School Counseling Program Mission

The mission of the Viterbo University Master of Science in School Counseling graduate program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs in a K-12 school environment by assisting in resolving academic, vocational and social/emotional concerns. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives

Course Student Learning Outcomes

1. Recognizes expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive) and can identify levels of readiness in learning; understands how development in any one domain may affect performance in others.
2. Appropriately uses and interprets results of a variety of formal and informal assessment techniques.
3. Designs instruction, intervention, or support based upon the results of assessments.
4. Knows about the process of second language acquisition and the strategies to support the learning of students whose first language is not English.
5. Is skilled in the process of using running records to assess student reading.

Cross-categorical Special Education Program Outcomes: All students who complete the special education cross-categorical endorsement at Viterbo University will demonstrate the following outcomes:

1. Develop pedagogical skills and instructional expertise in their area of choice
2. Develop communication, collaboration and intervention skills to accomplish their work
3. Develop professional dispositions of inquiry, collaboration, problem-solving, advocacy and continuous improvement

4. Develop, implement, and interpret accountability and outcome-based systems using assessment data
5. Connect theory, practice, and research to inform educational decisions and foster inclusive learning environments that support diverse learners

EDUC 613 Standards/Alignment Charts

The curriculum is also designed to enhance a student’s professional identity and school counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and explicated through specific assignments as noted below.

The curriculum is also designed to enhance a student’s professional skills, knowledge and dispositions to successfully work in a P-12 educational environment. The Student Learning Outcomes for this course are aligned with WI Student Pupil Service Standards and the WI School Counseling Licensing Program Guidelines and explicated through specific assignments as noted below

WI Teaching Standards and Council for Exceptional Children Standards:

WES #1, 2, 3, 4, 6, 7, 8, 9, 10

CEC #1, 2, 3, 4, 5, 6, 7

Pupil Service Standards: #2, 6

Course Learning Outcomes	CACREP Standards	Relevant Outcomes for Major/Program	Course activities and assessments promoting outcomes
Recognizes expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive) and can identify levels of readiness in learning; understands how development in any one domain may affect performance in others.	2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior 2.F.3.h a general framework for understanding differing abilities and strategies for differentiated interventions	1,5 Pupil Service standards #2 & #6	Developmental Milestones Activity
Appropriately uses and interprets results of a variety of formal and informal assessment techniques.	2.F.7.j use of assessments relevant to academic/educational, career, personal, and social development 5.G.1.e. assessments specific to P-12 education	1,4,	Running Records Assignment Functional Behavioral Assessment Creating PLAFP
Designs instruction, intervention, or support based upon the results of assessments.	5.G.3.c. core curriculum design, lesson plan development, classroom management strategies,	4,5	Critique of SMART goals Development of IEP goals/objective

Course Learning Outcomes	CACREP Standards	Relevant Outcomes for Major/Program	Course activities and assessments promoting outcomes
	and differentiated instructional strategies 5.G.3.k. strategies to promote equity in student achievement and college access		
Knows about the process of second language acquisition and the strategies to support the learning of students whose first language is not English.	5.G.3.k. strategies to promote equity in student achievement and college access	1	Creating ELL Handout
Is skilled in the process of using running records to assess student reading.	5.G.3.o. use of data to advocate for programs and students	4,5	Running Records Assignment

Evaluation Method

The following activities combine and are weighted to form the final grade for the course:

Component	Points/Percentage
Discussion Forum- 10 Points each	70 points
Weekly Assignments – 30 points each	210 points
E Portfolio Page Draft- 20 points	20 points
Total	300 points

Grading Scale

Once your final percentage is calculated, the final grade will be based on the following scale:

Overall Percentage:	Grade:
95% and above	A
90 to 94%	AB
85 to 89%	B
80 to 84%	BC
75 to 79%	C
72 to 74%	CD
70 to 71%	D
69% or below	F

Policies & Resources

Late Work Policy

Successful online coursework depends on the active and timely participation of the students enrolled in the course, therefore the expectation is that all assigned tasks will be completed and

submitted by 11:55 pm on the date they are due. Extensions will not be provided as a matter of course, but extenuating circumstances will of course be considered. Please contact the instructor as soon as possible if you should require an extension or work to submit late. Late work will be penalized by a grade reduction through point loss. Additional points will be removed from the total every 12 hours from the due date time. Students are responsible for ensuring they have capable technology that will not prevent them from completing tasks as assigned. Items that cannot be posted to Moodle due to a technology difficulty must be emailed to the instructor at smausavich@viterbo.edu prior to the due date in order to qualify for consideration of being marked on time.

Formatting and Submission Guidelines

Assignments will be submitted using APA formatting.

Attendance Policy

Students must log onto Moodle and participate in the Introduction on the first day of the course or risk being dropped from the course. Students are expected to access the Moodle course site a minimum of three days per week.

Late Work Policy

Late work may be accepted if a request including rationale is made at least 24 hours in advance. In an emergency situation notice should be provided as soon as possible. Based on the circumstances, the instructor will determine an appropriate extension, if any. Refer to the weekly assignment in Appendix 1 to plan work time in order to meet assignment due dates. **Late work will not be accepted past the deadline for the end of the course.**

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website at <http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty> for a detailed explanation of this policy.

Electronic Submissions Policy

Anti-plagiarism software: You may be required to submit some of your written work via an anti-plagiarism software package called Turn It In. Turn It In is an anti-plagiarism software package that checks your work against internet databases and an institutional database of other student papers. The work that you submit via Turn it in will automatically become part of the Viterbo institutional database – it will not be accessible to other students, however, if someone uses your work in the future, Turn It In will report there is a matching student paper in the database. If you have technical

problems using this software, you will be required to provide your instructor with an electronic copy of your written work.

Course Support Services

Graduate writing assistance is available from the Academic Resource Center (ARC). Students may access writing resource materials online through the Academic Resource Center or email gradwriting@viterbo.edu to schedule individual support.

You may access student support services directly from your Moodle course page; go to the banner across the top to access the Library, Academic Resource Center, and Student Services.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual

harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Credit Hour Course Expectations: Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Course Support Services:

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Disability Statement:

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center at 796-3190.

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct:

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart, please visit this web site:

<http://www.viterbo.edu/sexual-misconduct/sexual-misconduct-policy-and-sanctions>

Where to Get Help: Additional Policies and Resources for Students

- Viterbo Speaks Up: Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- Chosen First Name Policy
- Concerns or Complaints Regarding Instruction
- Moodle & Technology Guides
- Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy
- Student Disability Policies and Procedures
- Student Resources
- Technology Requirements and Technical Support

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services:

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services:

<https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).