Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2013

Type of Action:
- X New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 456

Course Title: Special Education Diagnosis and Assessment

Reason for initiating, revising, or canceling:
New course creation.

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Roy Greenland
Proposer Date 12/4/12

Charlotte Cepeda
Department Chair Date 12/4/12

Barbara Merlin
Dean of Academic Programs and Services Date 3/22/13
Northern Marianas College
Course Guide

Course: ED 456 Special Education Diagnosis and Assessment

1. Department
   School of Education

2. Purpose
   This course presents an overview of the assessment process in today's educational environment, reflecting the current emphasis on inclusion and accountability in education for all children. Special education teachers in particular must not only employ problem-solving strategies, intervention strategies, and informal screening and assessment of students, they must also be prepared to administer and/or interpret formal assessment instruments for special education students. They will also play a key role in the initial identification and assessment of this unique population within the schools. ED 456 will give the teacher-in-training the necessary background in assessment, interpretation and limitations of formal and assessments, laws and policies regarding referral and placement, and implementation of assessment results.

3. Description

   A. Required/Recommended Textbook(s) and Related Materials
      Required:
      Readability level:

   B. Contact Hours
      1. Lecture: 3 hours per week / 45 hours per semester
      2. Lab: None
      3. Other: None

   C. Credits
      1. Number: 3
      2. Type: Regular degree credits

   D. Catalogue Course Description
      This course presents an overview of the assessment process in today's educational environment, reflecting the current emphasis on inclusion and accountability in education for all children. It will prepare special education teachers to augment problem-solving strategies, intervention strategies, and informal screening and assessment of
students, with the ability to administer and/or interpret certain formal assessment instruments. ED 456 will give the teacher-in-training the necessary background in assessment, interpretation and limitations of formal and informal assessments, laws and policies regarding referral and placement, and implementation of assessment results.

Note: Taking this course will not qualify the teacher-in-training to administer all formal evaluations, some of which require advanced degrees and/or specialized training beyond the BS experience.


(Offered Spring)

E. Degree or Certificate Requirements Met by Course
This is a required course for all education majors with a concentration in Special Education.

F. Course Activities and Design
This course may incorporate any or all of the following: short lecture, discussions, videos, online activities, group activities, student projects, presentations, written assignments, field experience, reflection papers, and activities for use in the classroom.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)
Prerequisite(s): Teacher Candidacy, ED 450, and ED 401.
English Placement Level: EN 202
Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed
Cost to the Student: Tuition for a 3-credit course and any applicable fees.

Cost to the College: Instructor’s salary.

Instructional resources needed for this course include Internet, and Curriculum Resource Center (CRC) resource materials.
6. **Method of Evaluation**  
Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;  
B: Above average – grade points: 3.0;  
C: Average – grade points: 2.0;  
D: Below average – grade points: 1.0;  
F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

7. **Course Outline**  
This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Why Assess?  
1.1 History and necessity  
1.2 Models and designs  
1.3 Cultural considerations  
1.4 Research and issues

2.0 Legal and Ethical Considerations  
2.1 Public Law 94-192  
2.2 Assessment, evaluation, needs, and eligibility  
2.3 The Individualized Education Program (IEP) Team  
2.4 The IEP  
2.5 Transition  
2.6 Discipline  
2.7 Least Restrictive Environment (LRE)  
2.8 Due process, ethics, and standards

3.0 Statistics  
3.1 Why measure?  
3.2 What do the numbers mean?  
3.3 Tendency, average, dispersion, standard deviation, mean differences, and skewed distributions  
3.4 Scores

4.0 Validity and Reliability  
4.1 Correlations  
4.2 Methods of measuring
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4.3 Standard error of measurement
4.4 Estimated true scores
4.5 Test validity
4.6 Reliability versus validity

5.0 Norm-Referenced Assessment
5.1 How tests are construed
5.2 Basic test administration
5.3 Types of scores
5.4 Group testing

6.0 Curriculum-Based Assessment and Other Informal Measures
6.1 Curriculum-based measurement
6.2 Criterion-referenced assessment
6.3 Task and error analysis
6.4 Teacher-made tests
6.5 Other methods
6.6 Problems of norm-referenced assessment

7.0 Response to Intervention and Progress Monitoring
7.1 Response to Intervention (RTI)
7.2 Implementation of RTI and progress monitoring
7.3 The role of RTI and SPED comprehensive evaluations

8.0 Academic Assessments
8.1 Achievement tests
8.2 Diagnostic testing
8.3 Assessing other language areas
8.4 Selecting diagnostic instruments

9.0 Assessment of Behavior
9.1 Interventions
9.2 IDEA (Individuals with Disabilities Education Act) requirements
9.3 Functional behavioral assessments
9.4 Manifestation determination
9.5 Other technique for assessing behavior
9.6 Projective assessment techniques
9.7 Computerized assessment of attention disorders
9.8 Determining emotional impairment
10.0 Measures of Intelligence and Adaptive Behavior
10.1 Measuring intelligence
10.2 The meaning of intelligence testing
10.3 Alternative views of intellectual assessment
10.4 Review and use of intelligence tests
10.5 Assessing adaptive behavior
10.6 Review of adaptive behavior scales

11.0 Special Considerations of Assessment in Early Childhood
11.1 Legal guidelines
11.2 Infants, toddlers, and young children
11.3 Evaluation and assessment procedures
11.4 Methods
11.5 Techniques and trends
11.6 Phonemic awareness
11.7 Assessment of children referred for Autism Spectrum Disorder (ASD)
11.8 Assistive technology

12.0 Considerations of Transition
12.1 Transition and postsecondary considerations
12.2 Assessment of transition needs
12.3 Assessing functional academics
12.4 Transition planning

13.0 Interpretation of Assessment Results
13.1 Test interpretation
13.2 Interpretation for educational decisions
13.3 Interpretation is an art
13.4 Writing test results
13.5 Writing educational objectives
13.6 Reevaluations

8. Instructional Goals
This course will introduce students to:

1.0 Basic terminology used in assessment;

2.0 Legal provisions and ethical principles regarding the assessment, referral, and placement of individuals;
3.0 Early identification of young children who may be at risk and use of assessment information in making decisions of eligibility, program and placement, including considerations for those from culturally and/or linguistically diverse backgrounds;

4.0 Use and limitations of assessment instruments, including the gathering of relevant background information and the interpretation of information from formal and informal assessments;

5.0 National and Commonwealth accommodations and modifications;

6.0 Development and/or modification of individual assessment strategies, to include considerations when assessing students with specific learning disabilities, those in early childhood education, as well as students with behavioral problems or emotional issues;

7.0 Methods of assessing reliable responses of individuals who lack typical communication and performance abilities;

8.0 The administration of nonbiased formal and informal assessments, and reporting the results to all stakeholders using effective communication skills, making a conscientious effort to practice within one's skills limits and to obtain assistance as needed;

9.0 Screening, pre-referral, referral, and classification procedures; and

10.0 Implementation of procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs.

9. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1.0 Define and use the basic terminology of assessment;

2.0 Describe the legal provisions and ethical principles regarding the assessment of individuals and interpret the laws and policies regarding referral and placement procedures;

3.0 Explain early identification of young children who may be at risk;
4.0 Use assessment information in making decisions of eligibility, program and placement, including considerations for those from culturally and/or linguistically diverse backgrounds and those who lack typical communication and performance abilities;

5.0 Interpret information from formal and informal assessments;

6.0 Describe the use and limitations of assessment instruments, including the gathering of relevant background information;

7.0 Define and describe National and Commonwealth accommodations and modifications connected to assessments;

8.0 Develop or modify individual assessment strategies, to include considerations when assessing students with specific learning disabilities, those in early childhood education, as well as students with behavioral problems or emotional issues;

9.0 Administer a nonbiased formal or informal assessment, and prepare a report of the results for all stakeholders using effective communication skills and demonstrating the ability to practice within one’s skills limits and obtain assistance as needed;

10.0 Describe screening, pre-referral, referral, and classification procedures; and

11.0 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs.

10. Assessment Measures
    Assessment of student learning may include, but not be limited to, the following:

    1.0 Forum participation and discussion;

    2.0 Student presentations and activities; and

    3.0 Midterm and final examinations.