



## **Syllabus for SPED 533: Clinical Practice in Assessment – DHH (1 Credit) Online**

**Date: Fall 2018**

<b>Professor/Instructor:</b>	Dr. Holly Pedersen
<b>Office:</b>	Memorial 210
<b>E-mail Address:</b>	<a href="mailto:Holly.pedersen@minotstateu.ed">Holly.pedersen@minotstateu.ed</a>
<b>Phone:</b>	701-858-3846
<b>Office Hours:</b>	Online and by appointment

### **Required Text:**

Anderson, K.L. & Price, L.H. (2015). Steps to Assessment: A Guide to Identifying Educational Needs for Students with Hearing Loss. Minneapolis, MN: Supporting Success for Children with Hearing Loss Publications

Available from: <https://successforkidswithhearingloss.com/product/steps-to-assessment-2/>

### **PDFs Provided in the Course Shell:**

Center for Deaf and Hard of Hearing Education (2014). *Guidelines for the Assessment and Educational Evaluation of Deaf and Hard of Hearing Children in Indiana*. Indianapolis, IN: Center for Deaf and Hard of Hearing Education

Minnesota Resource Center for the Deaf and Hard of Hearing (2008). *Resources for Assessment of Students who are Deaf and Hard of Hearing*. Fairbault, MN: Minnesota Resource Center for the Deaf and Hard of Hearing

Michigan Department of Education Low Incidence Outreach (2018). *Assessment Resource Guide for Students Who are Deaf or Hard of Hearing*. Kalamzoo, MI: MI DOE

**Catalog Description:**

This course provides a practicum in the assessment of children and youth with disabilities.

**Course Purpose/Expanded Explanation:**

Sped 533 is the practice correlate to the core assessment course: Sped 550. This clinical practice semester hour provides students in the Deaf/Hard of Hearing Education program emphasis with practical experience related to the assessment of this population. The main goal is for you to become familiar with various assessment tools, materials, protocols, and administration and scoring procedures. During your final practicum, you will administer assessments in which the results may be used for eligibility and/or program planning.

**CEC Standards Addressed:**

CEC Initial Standard 4: Assessment and CEC Advanced Standard 1: Assessment.

**DHH Specialty Sets:**

Initial Preparation Standard 4: Assessment Knowledge

DHH.4.K1 Specialized terminology used in assessing individuals who are deaf or hard of hearing Skills

DHH.4.S1 Administer assessment tools using the individual's preferred mode and language of communication

DHH.4.S2 Develop specialized assessment procedures that allow for alternate forms of expression

DHH.4.S3 Collect and analyze spoken, signed, or written communication samples

Advanced Preparation Standard 1: Assessment Knowledge

SEDHS.1.K1 Policy and research implications that promote recommended practices in assessment and evaluation

**Student Outcomes:**

The student will:

1. List main components of an assessment for students who are DHH.
2. List common assessment tools appropriate for students who are DHH.
3. Administer common assessment tools for practice with children and youth with or without hearing loss.
4. Use assessment data to plan effective programming for students who are DHH and inform daily instruction.

**Course Assignments:**

1. Students will complete a minimum of 10 assessments, consisting of both formal and informal tools. Depending on each student's site and access to D/HH students, these

assessments may be completed on one student as part of an initial or re-assessment, or they may be completed with a number of D/HH students. How graduate students complete their 10 assessments should be discussed with your Professor. If necessary, students may practice with children who do not have hearing loss.

2. For each of the 10 assessments, students will submit a written report indicating background information, a description of the assessment tool used and administration procedures, D/HH student's results, interpretation, and any possible recommendations. If the assessment tools are completed as part of an initial or re-evaluation with one student, a combined assessment report, rather than individual written reports may be submitted.
3. The 10 assessment tools should be selected from the broad categories listed below (a grid containing sample tools can be found in your text and the 3 PDF manuals from MI, IN and MN required reading manuals; however, this is not an all inclusive list and students are encouraged to use tools popular in their setting).
4. The course timeline in general is as follows:

3 assessments due by September 30<sup>th</sup>

3 assessments due by October 31<sup>st</sup>

4 assessments due by November 30<sup>th</sup>

*Assessment Areas:*

1. Auditory Skills
2. Speech
3. Language – syntax, semantics, pragmatics
4. Academic Achievement
5. Ability/IQ
6. Social-Emotional
7. Transition

**Grading Scale:**

Grade	Percent
A	92-100
B	84-91
C	76-83

F	<76
---	-----

## **Course Policies:**

### **University Sanctioned Events Policy:**

Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student's responsibility to communicate with the faculty member prior to his or her absence. (include your procedure for dealing with students who miss class due to participation in such events as described below in italics)

*Faculty members should have a procedure for student absences in each syllabus that details the method and advance time for students to communicate their absence. If a student notifies the professor in accordance with the faculty member's policy, students should be allowed to complete class work. If a student does not communicate with the faculty member in advance of the absence, it is up to the faculty member's discretion whether to allow the student to complete the work. If disputes arise with this policy within the semester, students should contact in progressive order, the faculty member, department chair, Assistant Vice President for Academic Affairs, and Vice President of Academic Affairs.*

### **Disability Statement:**

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located on campus in the lower level of Lura Manor, or by calling 701-858-3371 or by e-mail at [evelyn.klimpel@minotstateu.edu](mailto:evelyn.klimpel@minotstateu.edu).

### **Non-discrimination Statement:**

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported using the Student Complaint and Anti-Discrimination Form located here:

<https://form.jotform.com/72996849416981>.

### **Title IX Statement:**

#### **Title IX Option 1:**

In the event that you choose to write or speak about having survived sexualized violence, including non-consensual sexual intercourse, non-consensual sexual contact, dating violence, domestic violence, or stalking, Minot State University (MSU) policy requires that, as your

instructor, I share this information with the Title IX office. The Title IX coordinator will contact you to let you know about your options, accommodations and support services at MSU.

If you do not wish the Title IX office notified, instead of disclosing this information to your instructor, you can speak confidentially with individuals on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

#### Contact Information:

Lisa Dooley | Title IX coordinator  
Minot State University | Memorial 412  
500 University Ave W | Minot, ND 58707  
Ph: 701.858.3447 | [lisa.dooley@NDUS.edu](mailto:lisa.dooley@NDUS.edu)  
[Title IX Resources](#)  
[Reporting Forms](#)

#### Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

#### Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at [helpdesk@minotstateu.edu](mailto:helpdesk@minotstateu.edu) The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

## Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children