



**Course Syllabus: Individual Assessment II
West College of Education and Professional Studies**

SPED 6623 Section X42

Summer 2026

July 6th-August 6th

Contact Information

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Instructor Response Policy

I will respond to emails within 24 hours unless it is the weekend or holiday. If you send an email during the weekend or holiday, I will respond no later than the first business day after the weekend or holiday.

Textbook & Instructional Materials

No textbook is required for this course.

Course Description

Demonstration of competency in administration, scoring, reporting, and interpreting cognitive assessment data. Administration of cognitive assessments, interpretation of results, and report writing is required.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the TExES Examination Framework/Standards and Texas Ed Diag Standards. This course provides teacher candidates with a knowledge base of the environment in which they may serve as a diagnostician. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Explain the evaluation process.
2. Understand ethical and professional practices, roles, and responsibilities of a diagnostician.
3. Critically examine collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
4. Understand student assessment and evaluation, program planning, and

instructional decision-making.

5. Know eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

6. Select, administer, and interpret appropriate formal and informal assessments and evaluations.

7. Examine of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

8. Know skills necessary for scheduling, time management, and organization.

9. Synthesize students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

10. Knows appropriate curricula and instructional strategies for individuals with disabilities.

See Appendix A for a complete list of standards/competencies and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading/Assessment

Table 1: Assignments

Assignments	Points
Manual Quizzes (3 at 20 pts each)	60
Test Administrations (8 at 25 pts each)	200
Lecture Notes (3 at 15 pts each)	45
Constructed Response	100

Assignments	Points
Test Reflection Video	75
Final Exam	150
Total Points	630

Table 2: Total points for final grade.

Grade	Points	Percentage
A	580-630	92-100%
B	517-579	82-91.99%
C	454-516	72-81.99%
D	391-453	62-71.99%
F	0-390	Below 62%

***Hard due dates, you will be counted late if not turned in on the exact due dates (one day 25%, 2 days 75%, 3 days 100%)**

Note: To get a passing grade in this class, ALL work must be completed. Missing assignments will result in "F" for the class.

Artificial Intelligence (AI) Policy

Students may use AI tools (e.g., ChatGPT or similar technologies) as support for brainstorming ideas, organizing thoughts, clarifying concepts, or revising language. However, all submitted work must represent the student's own original thinking, understanding, and voice. AI tools may not be used to generate entire assignments, analyses, or responses submitted for credit, nor may they be used to bypass the learning process. Students are responsible for ensuring the accuracy, originality, and academic integrity of their work.

When AI tools are used, students must clearly disclose how the tool was used (e.g., idea generation, outlining, grammar review, or clarification of concepts). Failure to appropriately disclose AI use or using AI in a manner inconsistent with these guidelines may be considered a violation of academic honesty policies. You are advised to keep your prompts.

Manual Quizzes

You will complete three manual quizzes during this course as part of Assessment II. To complete each quiz, you must read the corresponding test manual and then complete the quiz in D2L.

Six manual quizzes will be available in D2L; however, you are required to complete only three for Assessment II. Complete the 3 manual quizzes that you did not complete for Assessment I.

Test Administrations

You will administer 8 tests during Summer 2. For each test administered, you will submit the protocols (as applicable), score reports, and a brief report of your findings. A list of tests required can be found in D2L. You must mail your protocols to the university at the end of the summer.

Lecture Notes

You will complete lecture notes for 3 lectures in this course. The notes can be either typed or handwritten. You will submit completed lecture notes to the drop boxes in D2L by the due dates, using the same titles as the corresponding drop boxes. Please ensure that you clearly label your notes and submit them in the appropriate Dropbox folder.

Constructed Response

Students will be provided a case study of a child suspected of having a disability. Using the information provided, you will analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400 to 600 words in which you, identify one area of academic strength and one area of academic need for the student based on a review of the formal and informal diagnostic assessment data provided, describe a specific evidence-based instructional strategy or intervention that would effectively address the student's identified need and build on the student's identified strength; and describe how a teacher could best implement and monitor the progress of the instructional strategy or intervention.

Mid-Term Exam

There will be no midterm in this course.

Final Exam

There will be a final exam that will cover information from Assessment 1 and Assessment 2.

Extra Credit

No extra credit will be given in this course.

Late Work

This is a graduate-level course, and students are expected to meet all assignment expectations and deadlines as outlined in the syllabus and posted in D2L. Due dates are provided in advance to allow students to plan accordingly. Late work will only be accepted in extreme circumstances (death in the immediate family, illness, etc.). I must be contacted before the assignment due date, and appropriate documentation must be provided. One day late will result in 25% deduction, 2 days, 75%, 3 days or more 100% (you must turn in ALL assignments to get a passing grade for the class).

Make Up Work/Tests

Make-up work will only be accepted in extreme circumstances (death in the family, illness, etc.). I must be contacted prior to the due date, and appropriate documentation must be provided. See "Late Work" above.

Note: There will not be any "incompletes" given unless there is a documented serious or life-threatening medical issue

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: June 22, 2026

Last Day to drop with a grade of "W:" July 22, 2026.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

This course is an online course. Students must log in to the D2L site for this class at least 2 times each week.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Inclement Weather

This is an online class, so inclement weather will not alter due dates.

Instructor Class Policies

Regular engagement in the course is expected. Students should check D2L and the university email regularly for announcements, updates, and course communication.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful

possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#).

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Activities/Assignments/Exams	Due Date
Week 1 July 6 - 12	Manual Quiz 1	7/12
Week 2 July 13 - 19	Test Administration 1 Test Administration 2 Lecture Notes 1 Manual Quiz 2	7/15 7/15 7/17 7/19
Week 3 July 20 - 26	Test Administration 3 Test Administration 4 Lecture Notes 2 Manual Quiz 3	7/22 7/22 7/24 7/26
Week 4 July 27 - Aug 2	Test Administration 5 Test Administration 6 Video Reflection Lecture Notes 3	7/29 7/29 7/29 7/31
Week 5 August 3 - 6 (Short Week!)	Test Administration 7 Test Administration 8 Constructed Response Final Exam	8/5 8/5 8/5 8/6

Appendix A: Standards/Competencies/Assignment Alignment

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Explain the evaluation process.	I, 001	Lectures, Constructed Response, Final Exam
Understand ethical and professional practices, roles, and responsibilities of a diagnostician.	II, 002, 007	Lectures, Constructed Response, Test Administrations, Final Exam

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Critically examine collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	III, 006	Lectures, Final Exam
Understand student assessment and evaluation, program planning, and instructional decision making.	IV, 002, 004, 005	Lectures, Constructed Response, Test Administrations, Manual Quizzes, Final Exam
Know eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	V, 001, 002, 007, 008	Lectures, Constructed Response, Test Administrations, Manual Quizzes, Final Exam
Select, administer, and interpret appropriate formal and informal assessments and evaluations.	VI, 002, 007	Lectures, Constructed Response, Test Administrations, Manual Quizzes, Final Exam
Examine of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.	VII, 001,002,003, 004,005,006	Lectures, Constructed Response, Test Administrations, Manual Quizzes, Final Exam
Know skills necessary for scheduling, time management, and organization.	VIII, 006	Lectures, Final Exam
Synthesize students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	IX, 002, 005	Lectures, Constructed Response, Test Administrations, Manual Quizzes, Final Exam
Knows appropriate curricula and instructional strategies for individuals with disabilities.	X, 004, 005	Lectures, Constructed Response, Final Exam

Appendix B: Standards/Competencies

Competencies/Standards:

TEA: <http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239c.html>

Domain I—Identification and Assessment

Competency 001 (Identification for Special Education Evaluation and Services): The Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

For example:

- Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.

Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

For example:

- Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.
- Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
- Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).

For example:

- Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data. Uses assessment and evaluation information to assist in identifying.

Domain II- Curriculum, Instruction, and Intervention

Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

- Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
- Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005— (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

For example:

- Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
- Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior, and academic skills.

Domain III—Professional Responsibilities

Competency 006 - (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

For example:

- Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
- Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning.
- Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
- Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007 - (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

- Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and The Instructor reserves the right to modify the course content and sequence.
- Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
- Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.

Domain IV—Analysis and Response

Competency 008 - (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.

For example:

- Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria. Knows the organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.