



**SPED 5305: Individual Assessment of Cognitive Functioning
FALL, 2017**

*Masters of Special Education and
Educational Diagnostician Certification.*

**College of Education
Department of Language, Literacy and Special Populations**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Office hours: Before and after class by appointment.

Day and time the class meets: Thursday, 5:30 pm to 8:20 pm

Location of class: The Woodlands Center (TWC) – room 304

Course Format: Through lecture presentations, group activities, field experiences, text readings, class assignments, testing administration demonstrations, and exams, the instructor and students will work to achieve course objectives. Supplemental lecture materials will be posted on Blackboard for reference.

Course Description: The course, Individual Assessment of Cognitive Functioning, is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of cognitive ability. Additionally, each student will learn to administer, score, and interpret the *Woodcock-Johnson IV Tests of Cognitive Ability, WJ IV COG*; the *Woodcock-Johnson IV Tests of Oral Language*; *Stanford Binet V, SB-V*; the *Wechsler Intelligence Scale for Children, WISC-V*.

Textbooks:

Sattler, Jerome M. (2014). *Assessment of Children Cognitive Applications* (5th Edition). San Diego, CA: Jerome M. Sattler, Publisher. ISBN: 978-0-97-026714-6.

Recommended Text:

Mather, N. & Jaffe, L. E. (2016). *Woodcock-Johnson IV: Reports, recommendations, and strategies*. New York: John Wiley & Sons. ISBN-13: 978-1118860748 ISBN-10: 1118860748

Course Objectives: This course is designed to cover the basic skills needed to administer and

interpret individual cognitive tests. Three tests are highlighted: *Woodcock-Johnson Tests of Cognitive Ability (WJ IV COG)*, *Stanford Binet 5 (SB5)*, and *WISC V*. On each instrument students are expected to evaluate the examinee's strengths and weaknesses by an analysis of composite and subtest scores. Excellent written communication skills (e.g. spelling, grammar, and sentence construction) are also needed. The course requires a high level of social and ethical responsibility. The goals of the course are as follows:

1. To provide students with a systematic approach to the development of individual assessment skills.
2. To review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.
3. To examine Cattell-Horn-Carroll (CHC) Theory as the theoretical basis for test development.
4. To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.
5. To examine the most common theories of cognition and their appropriateness for assisting in measuring cognitive ability.
6. To explore research associated with cognitive ability and related achievement by examining publications relevant to the field of educational diagnosis.
7. To observe the administration of individual cognitive ability tests and to practice individual assessment skills.
8. To master the basic administration, scoring, and interpreting skills in individual cognitive ability testing.
9. To identify skill strengths and weaknesses and develop a growth plan for mastery.
10. To develop awareness of various administration adjustments in assessment situations with special populations.
11. To communicate assessment results through formal report writing.
12. Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results
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14. To review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.
15. To examine Cattell-Horn-Carroll (CHC) Theory as the theoretical basis for test development.
16. To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.
17. To examine the most common theories of cognition and their appropriateness for assisting in measuring cognitive ability.
18. To explore research associated with cognitive ability and related achievement by examining publications relevant to the field of educational diagnosis.
19. To observe the administration of individual cognitive ability tests and to practice individual assessment skills.
20. To master the basic administration, scoring, and interpreting skills in individual cognitive ability testing.
21. To identify skill strengths and weaknesses and develop a growth plan for mastery.
22. To develop awareness of various administration adjustments in assessment situations with special populations.
23. To communicate assessment results through formal report writing.

24. Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results

Please view attached NCATE Accreditation, The Conceptual Framework and Model, and Matrix.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking, problem solving, and decisions)

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

TK20 Account required for this course

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Requirements/Policies:

- Late Assignment Policy: Assignments submitted late, will result in a 10% penalty for each day late.
- Attendance Policy: Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Absence of more than 3 hours will result in one letter grade reduction. Absence for more than 20% of the course will result in course failure. **Class will begin on-time. Thus, students are expected to arrive early and be prepared to begin class when class is scheduled to begin. Students who arrive to class after instruction begins will be considered late.** The daily attendance log is the official documentation of students' attendance to class.
- Time Requirement: For each hour attempted, at MINIMUM of three hours outside class is expected. This 3-credit-hour course will meet three hours each week. That leaves 9 hours each week outside of class in which to read and complete assignments. Since it is essentially a practicum class, more time may be required. It is expected that if you enroll in this course, you can meet the time requirements.
- Professionalism: Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of cognitive ability.
- Academic Dishonesty Policy: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student engaged in academic dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see [Dean of Student's Office](#)

- *Electronic and Phone Response:* Instructor and teacher assistant reserves the right to respond to emails and phone calls **within 24 hours of receipt**. Students should not expect an immediate response. Instructor and teacher assistant may not respond to student emails and/or phone calls during weekends, holiday breaks, and semester breaks.
- *Cell Phone Policy Sam Houston State University* [Academic Policy Statement 100728](#) : The use of **cell phones in this class is strictly prohibited**. Emergency use of cell phone may be allowed pending approval from the instructor.
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

Assignments:

1. **“Testing Out” Process:** Each student must demonstrate ability to follow the *WOODCOCK-JOHNSON-IV COG* test manual prior to receiving approval to administer the *WOODCOCK-JOHNSON-IV COG* to examinees outside of class. Appointment times for testing out will need to be scheduled through the class TA or the Instructor.

Students are expected to practice administration of subtests outside of class time prior to testing out with the TA or the Instructor. Failure to practice subtests will likely result in failure of “testing out.” If subtests are not administered properly, students must retest until they meet testing out expectations.

2. Protocols will be submitted for grading and will be returned with feedback by the next scheduled class period. *Participants must be chosen according to the “Participant Guidelines” noted at the end of the syllabus. Failure to choose participants according to the stated guidelines will result in a grade of a zero for the respective protocol administrations.*

Items to be Submitted with Protocols

- a. Consent for testing (*Consent must be completed fully (this includes signature and dates of the graduate student and parent)—failure to do so will result in a grade of zero for protocol*)
 - b. Protocols (Record Form, Response Booklet 1; Response Booklet 2)
 - c. Testing Narrative
 - d. Scoring Rubric (Self-evaluation for each subtest criterion)
3. **Testing Narrative:** Each protocol submission must be accompanied with a narrative documenting the individual assessment session. *A template for the testing narrative will be reviewed in class and is expected to be used for each test administration.*
 4. **Self-Evaluation of Scoring Rubric:** Each protocol submission must be accompanied by the student self-evaluating his/her own performance of the test administration according to the criterion reflected on the protocol scoring instrument.
 5. **Blind Review:** Students will examine a list of scores for interpretation purposes. Scores will be discussed in small groups to assist with interpretation and interventions prior to writing the report.
 6. **Video:** Each student is required to video-record one administration of the *WOODCOCK-JOHNSON-IV COG*. Each student will complete a self-evaluation using the chart. Student’s will partner and will trade video-recordings. Partners will then review self-evaluations and produce a critique of the video to be submitted to the professor along with the self-evaluations and videos. The critique must include a summary of

performance on each subtest and overall strengths and weaknesses. **All video-recordings MUST be transferred to a DVD prior to trading with peer.**

Items to be Submitted for Video Administration

- Video/DVD Recording
 - Consents, Record Forms, Narratives, etc.
 - Assessment Checklist – Self (Sattler Resource Guide)
 - Assessment Checklist—Peer (Sattler Resource Guide)
 - Summary of Test Administration which includes a description of performance on each subtest administered & Overall reflections and perspectives including strengths and weaknesses (Self)
 - Summary of Test Administration which includes a description of performance on each subtest administered & Overall reflections and perspectives including strengths and weaknesses (Peer)
7. **Interpretive Reports:** As part of this assignment, the graduate student is required to conduct an in-depth interview with the parent/guardian and school personnel to collect the necessary information for the report. Observations of the child in the school setting must also be conducted. The report must include interpretation of testing data including qualitative notes/observations and evidence-based recommendations. Each student is required to submit a self-evaluation using the I.R. Rubric each time they submit the I.R. to the instructor. Students will be provided feedback and revisions for their interpretive report. Each student is expected to rewrite the interpretive report as many times as is necessary until satisfactory proficiency is met.
 8. **Quizzes/Exams:** Periodic quizzes/exams will determine familiarity with material, particularly the Woodcock-Johnson, WISC-V, and SB-5 manuals and Sattler Textbook.
 9. **Analysis Research-Based Article:** Each student will locate a research-based articles regarding assessment in the past 5-7 years. For each research article analysis/critique, student will complete a 3-5 page research critique including citations and references. The emphasis of this assignment is to explore the impact of various types of assessments on the social, educational and career experiences of individuals with educational needs. Students may choose to work with a partner or to complete the paper independently.
 10. **Dispositions and Diversity Profile:** Each student is required to complete the Dispositions and Diversity Survey and upload to Tk20. Students should take this survey seriously and consider their responses carefully.

Evaluation (* indicates field-based activity):

1. **Mid-Term:** Examinations serve a number of purposes. They let the instructor know how well students are progressing with mastery of the material, and they let students know how well they are assimilating and accommodating the material. The mid-term may cover any information assigned (textbook readings) or presented in class and may be objective or essay or a combination of both. Although some of the material will be covered in class, it is the responsibility of students to master the material.

Final:

- a. The final will consist of submission of the Assessment Portfolio
- b. Test Analysis Presentations
- c. Dispositions and Diversity Profile

2. **Quizzes:** Each of the quizzes will relate to text readings and/or test manuals.
3. **Interpretive Reports:** Each student is required to write one interpretive report based on a child that they have administered the WOODCOCK-JOHNSON-IV COG, SB-5 and WISC IV to during the semester in which they are currently enrolled in (the report will be based on a specific WOODCOCK-JOHNSON-IV administration as determined by the instructor of the course). ***A grade will be assigned based on the original draft of the report. Students may improve their overall grade with revisions. However, a score of 70% or lower on the original draft will result in course failure.***
4. **Video:** Each student will video-record his/her administration of the WOODCOCK-JOHNSON-IV Although the videos may be viewed in class for discussion purposes, overall competency of administration is required for course completion. See assignment criteria above for additional information.
5. **Demonstration:** All students will be required to administer selected portions of the WOODCOCK-JOHNSON-IV a in the presence of the instructor or TA. **Students must demonstrate proficiency in administration and scoring in order to pass the course.**
6. **Analysis Research-Based Article**
7. **Dispositions & Diversity Profile:** See TK20 Rubric
8. **Assessment Portfolio-** Students are required to maintain a testing portfolio that consists of:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part I: | WOODCOCK-JOHNSON- IV, SB-V and WISC V Administration Protocols, Scoring Rubric, Consent for Testing, and Narratives ** The average obtained on each protocol shall be the first item and visible to the instructor as he/she is evaluating the assessment portfolio |
| Part II: | Interpretive Report with Revisions and Feedback & Notes taken during the interview and observation process |
| Part IV: | Video (CD) Self-Evaluation and Partner Feedback |
| Part IV: | Dispositions and Diversity Profile |

*****Assessment Portfolios will not be returned to students due to the confidential nature of the assessment data. All portfolios will be shredded and disposed of according to the guidelines of the American Psychological Association.***

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a) professional and ethical development; *(b) preparation before testing; (c) ability to accept constructive criticism; *(d) interpersonal relationships with fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

Grade of A:

Mastery of WOODCOCK-JOHNSON-IV COG, SB-5, and WISC V administration (92% - 100%)

- Narratives of Administration (WOODCOCK-JOHNSON IV COG)

Video Administration submitted (Pass/Fail grade)

- Peer Critique of Video Administration
- Self-Evaluation of Video Administration

Mid-term completed with 92% accuracy
Quizzes completed (Average of score of 92%)

Blind Review conducted

A score of 90% on the Revised Interpretive Report based on the report writing rubric.

WOODCOCK-JOHNSON-IV ACH & COG Test Administration, Consents, and Narratives submitted as part of Test Analysis Project

Dispositions and Diversity Profile submitted to TK20

****Failure to submit to TK20 will result in failure of the course**

(Testing Demonstration Under Glass with 90% accuracy)

Assessment portfolio submitted

Test Kits Returned to SHSU by due date noted on course schedule

Mastery of this criterion is necessary to receive a grade of A in this course. A student should not expect to receive an A if criterion is not met prior to the semester end. Each criterion listed must be met in order for the student to receive a grade of A. The graduate student is expected to utilize the Grading Worksheet at the end this syllabus in order to keep track of their progress during the semester.

Grade of a B:

Mastery of *WOODCOCK-JOHNSON- IV COG, SB-5, and WISC-V* administration (85% - 91%)

- Narratives of Administration (*WOODCOCK-JOHNSON-IV Ach & COG*)

Video Administration submitted (Pass/Fall Grade)

- Peer Critique of Video Administration
- Self-Evaluation of Video Administration

Mid-term completed with 85% accuracy

Quizzes completed (Average score of 85%)

Blind Review conducted

A score of 85% on the Revised Interpretive Report based on the report writing rubric.

Test Analysis Project completed and submitted to TK20 (Score that equal or exceeds "Satisfactory" as determined by documentation on Contribution Sheets, Peer/Self Evaluations, and observations made by professor.)

Dispositions and Diversity Survey submitted to TK20

*****Failure to submit to TK20 will result in failure of the course*****

(Pass of Testing Demonstration Under Glass with 90% accuracy)

Assessment portfolio submitted

Mastery of this criterion is necessary to receive a grade of B in this course. A student should not expect to receive a B if criterion is not met prior to the semester end. Each criterion listed must be met in order for the student to receive a grade of B. The graduate student is expected to use the Grading Worksheet at the end this syllabus in order to keep track of their progress during the semester.

Not passing:

Any of the above listed criteria not met.

Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students could receive an **A**. It is also possible that all students could receive a **B**. No **C**'s will be assigned. If a student is not able to perform at a satisfactory level, an **F** will be assigned. **Incompletes will not be assigned for this course.**

Course Schedule

Date	Class Work	Readings	Assignments/ Activities Quiz/Exam	DUE TODAY	Points
Week 1 8/31/2017	Introductions/Syllabus Review Statistics and Psychometrics Revisited CHC Theory	Overview of Sattler 5 th Edition	Readings: Overview Sattler	Check out: SB-5	
Week 2 09/07/2017	In-Class Student Demonstration & Scoring of the SB-V CHC Theory Standard scores, cluster scores, profiles of strengths and weakness, relative proficiency index (RPI), instructional zones, percentiles	How to Administer the SB-5 Overview of SB-5 Sattler Ch. 4 Statistics and Psychometrics Administration Manuals, SB-5	Readings: SB-5 Manual Practice in class and at home: SB-5 Testing out SB-5 Group Report Ch 4 (due 09/07/2017 at 5:30pm in BB)		
Week 3 9/14/2017	The Assessment Process; Guidelines to the Assessment Process; 4 Pillars of Assessment In-Class Student Demonstration & Scoring of the WISC-V	Sattler Ch. 1 Assessing Children: The Process Administration Manuals, WISC V	Quiz 1 (due 09/13/2017 at 9:59pm) Readings: Ch 1 Practice Testing Group Report Ch 1 (due 09/14/2017 at 5:30pm in BB)	Check out: WISC-V Check in: SB-5 SB-5 #1 Protocol & Summary report (due 09/14/2017 by 5:30pm in BB)	SB-V #1 10 pts. Quiz #1 20 pts.
Week 4 9/21/2017	CHC Theory Ethnic Minority Children	Sattler Ch. 5	Readings: Ch 5		
Week 5 9/28/2017	Interpretation of the WJ IV COG from the perspective of broad and narrow ability	Handouts and PowerPoint on theory bases	Readings: Ch 2, 6 Group Report Ch	SB-5 #2 Protocol & Summary report	SB-5 #2 10 pts.

	areas	Sattler Ch. 2 & 6	2 (due 09/28/2017 at 5:30pm in BB) Group Report Ch 6 (due 09/28/2017 at 5:30pm in BB) WJ IV COG Administration Manuals WJ IV COG Testing Demonstration and Handout	Self-reflection Video tape Check in: WISC-V Check out: WJ-IV COG	
Week 6 10/05/2017	Challenges in Assessing Children; Ethical, Legal and Professional Standards of Practice Schedule Individual Student Conferences over Protocols	Sattler Ch. 3 Ethical, Legal, and Professional Issues Administration Manuals, WJ IV COG	Quiz 2 (due 10/04/2017 at 9:59pm) Readings Group Report Ch 3 (due 10/05/2017 at 5:30pm in BB) WJ IV COG Testing Demonstration and Handout	WJ IV COG #1 Protocol Summary report	Quiz 2 20 pts. WJ IV #1 10 pts.
Week 7 10/12/2017	Evidence-Based Recommendations Based on Assessment Results Report Writing Review Quiz 2	Overview and Technical Aspects of Writing Administration Manuals, WJ-IV COG Sattler Ch. 10	Quiz 3 (due 10/11/2017 at 9:59pm) Readings: Chapter 10 Group Report Ch 10 (due 10/12/2017 at 5:30pm in BB)	WJ IV COG #2 Protocol Summary report	Quiz 3 20 pt. WJ IV #2 10 pts.
Week 8 10/19/2017	Interpreting scores on the WISC V Q Interactive Interpretation of the WISC-V from the perspective of broad and narrow ability areas	Administration Manuals, WISC V		WJ IV #3, Protocols Summary Report & Video Tape	WJ IV # 3 10 pts.
Week 9 10/26/2017	Q-interactive Website	WISC-V Manual	Readings Interpretation of the WISC-V	WISC V #1 Certificates	WISC V #1 20 pts.
Week 10 11/02/2017	Cultural and Linguistically Diverse CLD Students: Pre-	Administration Manuals	Quiz 4 (due 11/01/2017 at 9:59pm)	Check in WJ -IV COG	Quiz 4 20 pt.

	referral Considerations and Working with Interpreters		Readings	Check out: WAIS IV WISC V #2 Protocols Summary Reports	WJ IV # 4 10 pts. WISC V #2 10 pts
Week 11 11/09/2017	Review for MIDTERM Review Quiz 4 Classification and disability determination	Review all readings	Readings WAIS-IV in class	Check in: WISC-V WISC-V #3 Protocols Summary Reports	WISC V 3 & 4 20 pts. FIE WJ IV 50 pts.
Week 12 11/16/2017	Laptop for IN CLASS Midterm Exam		MIDTERM	WISC-V #3 Summary reports, Self- reflection Video tape	Midterm 200 pts.
Week 13 11/23/2017	Thanksgiving Holiday				
Week 14 11/30/2017	Testing Demonstration Portfolio Presentations Handout Self-Reflection Testing Demonstration Portfolio Presentations Handout Self-Reflection	Review of semester readings	Quiz #5 (due 11/29/2017 at 9:59pm)	TK20 Case Study DDP Check in: WAIS-IV Turn in Portfolio	Quiz 5 20 pts Tk20 DDP FIE Test Demo 50 pts. Handout 50 pts. Portfolio 50 pts
Week 14 12/07/2017	Assessments Research-Based Article Analysis	Review of Research Article		Research article analysis (due by 12/07/2017 at 5:30pm in BB) and hard copy at beginning of class	Article Analysis 20 pts
Week 15 12/14/2017					

Dates may be modified to meet the class needs

Course Evaluation

Item	Description	Possible Points	Total Points	Due Date
QUIZZES	Quiz # 1	20	100 pts	9/13
	Quiz # 2	20		10/4

	Quiz # 3	20		10/11
	Quiz # 4	20		11/1
	Quiz # 5	20		11/29
PROTOCOLS (Ink pens MUST be used to grade ALL protocols) (Examinees will use pencils ONLY)	SB-5 # 1 with Sum. report	10	150 pts	9/14
	SB-5 # 2 with Sum. Report & Video	10		9/28
	WJ IV # 1 with Sum. report	10		10/5
	WJ IV # 2 with Sum. report	10		10/12
	WJ IV # 3 with Sum. report	10		10/19
	WJ IV # 4 with Sum. Report & Video	10		11/2
	WISC-V # 1 = Certificates ***	10		10/26
	WISC-V # 2 with Sum. report	10		11/2
	WISC-V # 3 with Sum. report	10		11/9
	WISC-V # 4 with Sum. Report & Video	10		11/14
	WJ-IV FIE	50		11/9
Group Report	Chapter Presentations	25	25 pts	
MIDTERM	Midterm Exam In Class	200	200 pts	11/16
TESTING DEMONSTRATION AND HANDOUT	Testing Demonstration	25	50 pts	11/30
	Handout	25		
Portfolios Presentation	Presentation – Self-reflection	25	25 pts	11/30
Article Analysis	Research-Based Article Analysis	50	50 pts	12/7
Tk20	Deposition and Diversity Proficiencies - DDP (& WJ-IV FIE)		-	11/30
TOTAL POSSIBLE POINTS			600 pts	

*** Q-interactive Website

A = 92% - 100%; B = 85% - 91%

Student Guidelines

- SHSU Academic Policy Manual -- Students
[Procedures in Cases of Academic Dishonesty #810213](#)
[Disabled Student Policy #811006](#)
[Student Absences on Religious Holy Days #861001](#)
[Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
[Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

ATTENDANCE POLICY:

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. My policy: Attendance (absences, tardiness, and early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. If you have to be absent, be sure you have arranged for a colleague to obtain handouts. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

Course Expectations:

1. Students are expected to find their own subjects. It is the responsibility of the student to follow the "Guidelines for Examinee's" and to secure the participants for the testing sessions.
2. Before assessing any child or adult, informed consent must be obtained. Consents must be submitted with the respective protocols and included in the Assessment Portfolio. The Consent for Evaluation Form is included in this syllabus. If informed consent is not obtained and included with each assessment, a grade of zero will be recorded.
3. Each student must **submit their Dispositions and Diversity Profile to TK20** to receive credit for this course. Failure to submit to TK20 *within the specified due date* will **result in failure of the course**.
4. Class attendance is mandatory. Absence of more than 3 hours will result in one letter grade reduction. **Absence for more than 20% of the course will result in no course credit.**
5. **Class will begin on-time.** Thus, students are expected to arrive early and be prepared to begin class when class is scheduled to begin. Students who arrive **to class after instruction begins will be considered late.**
6. All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.
7. You are responsible for **turning work in on time to the designated location even if you are absent or in the event that the class is on/line or is not meeting F2F. Each day that the protocols are late will result in point deductions.** All other assignments are due at the beginning of the class as stipulated on the course schedule of activities. Any assignment submitted after that time will result in a **10% point reduction for each day** the assignment is late. For example: If a student submits an assignment two days late a 20% point reduction will automatically apply. If the assignment is worth 60 points, 12 points ($60 \times .20 = 12$) will be deducted for late submission. Reduction in points for late work is in addition to any other points that might be deducted for quality of work, etc.
8. You will be expected to accurately calculate chronological age.
9. Use people first language and consider the least restrictive environment
10. **Technology requirements.** It is expected that candidates who register for this course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, using Microsoft Word, and submitting artifacts to TK20. Microsoft Word is the word processing program that is necessary to complete assignments. **Students are expected to check e-mail daily.** The student is responsible for making sure that the documents are accessible by the professor regardless of the compatibility of technology.

With respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.pdf

Participant Guidelines

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and children of other graduate students currently enrolled in SPED 5305.
2. Because the graduate student does not know which grade level he/she may be working at when they are employed as an educational diagnostician, a variety of different aged children as testing participants is required for this course. **The following are the specified ages/grades in which the graduate student must select to administer the specific Woodcock-Johnson instruments to:**
 - a. Four elementary age/grade children
 - b. Four middle school age/grade children
 - c. Two high school age/grade students
 - d. Any aged child of the graduate student choosing that is consistent with the above Participant Guidelines and with the norms of the instrument
3. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.
4. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.
5. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.
6. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.

References:

Assessment for Effective Intervention
The DiaLog
Exceptional Children
Intervention in School and Clinic
TEACHING Exceptional Children
Learning Disability Quarterly

Books

Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: Wiley Publishing. ISBN: 978-0-470-62195-0

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.