



**SPED 6310: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE  
POPULATIONS  
FALL, 2017**

*SPED 6310 is a required course for the M.Ed. in Special Education, Educational Diagnostician Certification*

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

**Instructor:** Corinna Villar Cole, Ph.D.  
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Office hours: By appointment, TWC, before and after class  
By appointment, Main Campus

**Class Format:** Instructor teaches this through face-to-face demonstration, return demonstration, video modeling, lecture with PowerPoint, videos, case studies, handouts, and class discussions. Blackboard is used as an ancillary resource for instruction.

**Class day and time:** Wednesdays, 5:30-8:20 p.m.

**Class location:** The Woodlands Center (TWC), Room 236

**Course Description:** This course provides instruction and practice in administration, scoring, interpretation, and reporting results of individual tests and assessments for young children, individuals with intellectual disabilities and persons with low-incidence disabilities. Informal techniques such as play-based assessment, portfolio assessment, and contextual assessment are presented. **Prerequisite:** SPED 5302/SPED 6322 and SPED 5305/SPED 6319.

**Textbooks:**

**Required:**

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3<sup>rd</sup> ed.). Hoboken, NJ: Wiley Publishing. ISBN 13: 978-0-471-75771-9

Flanagan, D. P., & Ortiz, S. O. (2017). *Cross battery assessment software system 2.0 (X-BASS) access card March 13, 2017* (1st ed.) Hoboken, NJ: Wiley Publishing.

**Recommended:**

Mather, N. & Jaffe, L. E. (2011). *Comprehensive evaluations: Case reports for psychologists, diagnosticians, and special educators*. New York, NY: John Wiley & Sons. ISBN 978-0-470-61791-5

Flanagan, D.P. (2011). *Essentials of specific learning disability identification*. Hoboken, NJ: Wiley Publishing. ISBN: 978-0-470-20632-4.

**Course Objectives:** The following objectives will be met during this course:  
Graduate students will learn to administer and interpret formal and informal evaluation instruments,

write professional reports, and make instructional recommendations based on evaluation data.

**Standards Matrix:**

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>CEC Standards</i></li> <li>• <u>Conceptual Framework #</u></li> <li>• ISTE Technology</li> <li>• Dispositions/Diversity Proficiencies</li> </ul>
Accurately administers standardized tests of cognitive & academic ability	*Administer standardized tests of cognitive and academic abilities	Portfolio with standardized tests and rubric	<u>Competency 4</u> CF 1,4 ISTE 1 D/DP 4, 6, 9
Writes assessment reports and make instructional recommendations based on data	Write reports and recommendations based on assessment	Portfolio with assessment reports and rubric	<u>Competency 3</u> CF 3,4 D/DP 5, 6, 9
Writes a comprehensive evaluation report using CHC theory	Write a comprehensive evaluation report using CHC interpretive framework	Portfolio with CHC report and rubric	<u>Competency 3</u> CF 3,4 D/DP 5, 6, 9 ISTE 1
Demonstrates positive regard for culture, gender, personal beliefs of individual students	Case study	Final exam case study	<u>Competency 2, 4</u> 2.2s CF 5 D/DP 6, 7, 8 ISTE 1
Uses copyrighted material in an ethical manner	Test use	Test protocol evaluations	<u>Competency 3, 4</u> 2.7s CF 4 D/DP 7
Accesses information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities	Case study	Rubric for evaluation of comparative report	<u>Competency 3</u> 5.1s CF 4, 5 D/DP 6, 7, 8
Gathers background information regarding the academic, medical, and family history of individuals with disabilities	Case study	Rubric for evaluation of comparative report	<u>Competency 4</u> 5.2sCF 4,5 D/DP 6. 7. 8
Applies and interprets derived	Case study	Rubric for	<u>Competency 3</u>

scores based on research		evaluation of comparative report	6.10k <i>CF 1,4 D/DP 4, 9</i>
Uses and limitations of various assessment data and instruments	Contextual assessment, play-oriented assessment	Rubric for evaluation of assessment	<u>Competency 2</u> 6.7k, 6.8k; <i>CF 1,4 D/DP 6, 7, 8</i>
Assesses motor skills	Bayley-III, contextual assessment	Rubric for evaluation of assessment	<u>Competency 4</u> 6.13k ED3k8 <i>CF 4 D/DP 9</i>
Collaborates in assessment and evaluation	Contextual assessment	Rubric for evaluation of assessment	<u>Competency 3, 4</u> 6.1s <i>CF 3,4 D/DP 1, 5</i>
Scores assessment and evaluation instruments accurately	Bayley-III, KABC-II, DAS-II, WJ-III/IV COG, DAYC-2	Rubric for evaluation of assessment	<u>Competency 4</u> 6.3s <b>ED3s3</b> <i>CF1, 4 D/DP 4, 9</i>
Creates and maintains assessment reports	Case Study	Rubric for evaluation of Case Study	<u>Competency 1</u> 6.4s <b>ED3S2</b> <i>CF 3,4 D/DP 5, 9 ISTE 1</i>
Selects or modifies assessment to ensure nonbiased results	Final Exam Case Study and Report	Final exam evaluation with rubric	<u>Competency 2, 4</u> 6.5s <b>ED3S4;</b> <b>ED3s5</b> <i>CF 4 D/DP 6, 7, 8</i>
Assesses and interprets formal/informal assessment; determine need for further assessment; prepare assessment reports	Interpretation and Recommendations in brief reports	Rubric to evaluate recommendations and interpretations	<u>Competency 4</u> 6.7s; 6.8s; 6.10s6.11s ED3s12; ED3s13 <i>CF 1,4 D/DP 9 ISTE 1</i>
Evaluates students considering characteristics and effects of culture and environment; effects of diversity	Final Exam Case Study and Report	Final exam evaluation with rubric	<u>Competency 2, 4</u> 7.2k; 7.4k; 7.1s <b>ED2K3</b> <i>D/DP 6, 7, 8 CF 4,5</i>
Considers factors related to overrepresentation in evaluation and report writing	Final Exam Case Study and Report	Final exam evaluation with rubric	<u>Competency 2, 4</u> 7.3k <b>ED2K2</b> <i>CF 4,5 D/DP 6, 7, 8</i>
Uses strategies that are responsive	Final Exam Case	Evaluation Report	<u>Competency 2, 3</u>

to diverse backgrounds for programming and placement	Study and Report	and Case Study with rubric	7.5k; 7.2s CF 5 D/DP 6, 7, 8 ISTE 1
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*Web link for State Board for Educator Certification Standards:*

*<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>*

*Web link for CEC Educational Diagnostics Division: <http://www.cec.sped.org/ps/diagnostician.doc>*

*NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>*

*<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>*

*Web link on Educator Preparation Services site for Conceptual Framework:*

*[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)*

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

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

**Important:**

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Gaining factual knowledge (terminology, classifications, methods, trends)

**Course/Instructor Requirements:** Graduate students will find test subjects, obtain permissions to test, audio and/or video record (as indicated by instructor) testing sessions. Parent permission forms must be signed and submitted with each protocol along with the Video CD or flash drive.

## Course Outline

### Assignments by Projects

**LATE ASSIGNMENTS: 10 POINTS OFF FOR EACH DAY LATE**

ASSIGNMENT	DESCRIPTION	DUE
<b>CASE STUDY CHC/XBA</b>  <b>40 points each assignment</b>  <b>Total points: 120</b>	<p>There will be 4 assignments. Scores and background information will be provided. Each candidate will use the XBA approach using the X-BASS to analyze the academic and cognitive profile of the student. Candidates will then interpret results to determine if the student fits the characteristics of a student with a Specific Learning Disability. You will then interpret the results using CHC theory and make specific academic recommendations based on your findings.</p> <p>Scores from the following instruments may be included in the Case Studies:</p> <ul style="list-style-type: none"> <li>• BAT III ACH/BAT III COG</li> <li>• WJ IV OL</li> <li>• WJ IV ACH/WJ III ACH</li> <li>• WJ IV COG/WJ III COG</li> <li>• KABC-II</li> <li>• DAS II</li> <li>• WISC V</li> <li>• SB V</li> </ul>	<b>Weeks 5, 6, and 7</b>  Upload on Blackboard
<b>LD IDENTIFICATION PROCESS ASSIGNMENT</b> <b>100 points</b>	<p>Students will describe in detail the process used in their district to identify learning disabilities. This assignment will consist of a written explanation, sample paperwork, sample FIE report, and a list of the tests typically used to identify LD.</p>	<b>Week 8</b> Upload as pdf on Blackboard
<b>YOUNG CHILD CASE STUDY</b>  <b>100 points</b>	<p>1 child, ages 2-4</p> <p>Each candidate will conduct an assessment of a young child, preferably a child who is suspected of having a disability. Based on your observations and the use of formal and informal instruments, you will write a summary report addressing the child's abilities, needs, and recommended interventions.</p> <ul style="list-style-type: none"> <li>• Arena Assessment</li> <li>• Transdisciplinary Play Based Assessment (TPBA) Process</li> <li>• DAYC-2</li> <li>• BAYLEY III</li> </ul>	<b>Week 15</b> Upload on Blackboard
<b>ASSESSMENT PORTFOLIO</b>  <b>100 points</b>	<p>All protocols, report summaries, Case Study, assessments and reports are to be submitted as they are completed; you will submit all assessment protocols and summary reports in a portfolio.</p>	Upload as pdf on Blackboard

### Assignments by Protocols

Each protocol MUST be turned in with the following:

- Signed parent permission
- Compuscore (if appropriate)
- Video/Audio CD (or uploaded on Private YouTube)
- Summary Score Report (uploaded to Blackboard)
- 10 points per protocol. If grade is less than 8, MUST redo

### **Names of Tests**

- **Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC V) and WISC V Spanish**
- **Wechsler Nonverbal Scale of Ability (WNV)**
- **Kaufman Assessment Battery for Children-II (KABC-II)**
- **Differential Abilities Scale-II (DAS II)**
- **Bayley-III**
- **Developmental Assessment of Young Children–Second Edition (DAYC-2)**

### Class Demonstrations

<b>Battelle-II</b>
<b>Leiter International Performance Scale- Revised</b>
<b>Universal Nonverbal Intelligence Test</b>
<b>Wechsler Nonverbal</b>

### **Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>READINGS/VIDEOS/PPs</b>		<b>Test Kits</b>	<b>Deliverable (Assignment/Protocols)</b>	<b>Quiz/Exam</b>
		<b>Salvia et al.</b>	<b>Other</b>			
Week 1  Week of: 08/21/17	Introduction to Cross-Battery Assessment	<b>Flanagan et al. Chapter 1</b> Overview	Handout: Cross-Battery Assessment Guiding Principles  Article: Kevin McGrew			Flanagan et al. Chapter 1 Quiz
Week 2  Week of: 08/28/17	Cross-Battery Assessment Organizing	<b>Flanagan et al. Chapter 2</b> How to Organize a Cross-Battery Assessment	Handout: How to Organize a Cross Battery Assessment			
Week 3  Week of: 09/04/17	Cross-Battery Assessment Data Interpretation  X-BASS	<b>Flanagan et al. Chapter 3</b> How to Interpret Test Data	Explanation: LD Identification Project  Explanation: X-BASS 2.0			Flanagan et al. Chapter 3 Quiz

	LD Identification		Handout: XBA for SLD  Handout: LD Broad and Narrow Abilities			
Week 4  Week of: 09/11/17	Cross-Battery Assessment SLD Identification  X-BASS 2.0	<b>Flanagan et al. Chapter 4</b> Cross-Battery Assessment for SLD Identification: The Dual Discrepancy/Consistency Pattern of Strengths and Weaknesses  <b>Essentials of KABC-II</b>	Handout: KABC-II	Pick-up: KABC-II		
Week 5  Week of: 09/18/17	Cross-Battery Assessment CLD Students  C-LIM	<b>Flanagan et al. Chapter 5</b> Cross-Battery Assessment of Individuals from Culturally and Linguistically Diverse Backgrounds  <b>Chapter Rhodes et al.</b>	Handout: C-LIM	<i><b>In-class Presentation Vineland -3 ABAS-3</b></i>	X-BASS 2.0 Assignment #1 Due by class time today	Flanagan et al. Chapter 5 Quiz
Week 6  Week of: 09/25/17  ONLINE CLASS	Cross-Battery Assessment Strengths and Weaknesses	<b>Flanagan et al. Chapter 6</b> Strengths and Weaknesses of the Cross-Battery Assessment Approach			X-BASS 2.0 Assignment #2 Due on BB by 10/02/2017  <b>KABC-II</b> Protocol #1 due to Partner	
Week 7  Week of: 10/02/17	Cross-Battery Assessment Case Report	<b>Flanagan et al. Chapter 7</b> Cross-Battery Assessment Case Report	Handout: Bayley III  Young Child Case Study: Explanation	Pick up: <b>Bayley III</b>	X-BASS 2.0 Assignment #3 Due by class time today  <b>KABC-II</b> Protocol #2 due to Partner	
Week 8  Week of: 10/09/17  ONLINE CLASS	Intellectual Disability Assessment	<b>Essentials Brue &amp; Wilmschurt</b>	Handout: Intellectual Disability Assessment  Handout: Transdisciplinary Play Based		LD Identification Process Assignment Due on BB by 10/08/2017	

			Assessment (TPBA)			
Week 9  Week of: 10/16/17	Intellectual Disability Assessment	<b>Essentials Brue &amp; Wilmschurt</b>	PP Handout: DAYC 2  Handout: Intellectual Disability Assessment  LD Identification Process Assignment In-class Presentations	Pick up: <b>DAYC 2</b>  Return: <b>KABC-II</b>	<b>KABC-II</b> Protocols #1 and #2 due to Dr. Cole  <b>KABC-II</b> Summary Report of Protocol #2 Due in BB by 10/22/2017 at 11:59pm  <b>KABC-II</b> Self-Reflection Due in BB 10/22/01/2017 at 11:59pm	
Week 10  Week of: 10/23/17	Intellectual Disability Assessment	<b>Essentials Brue &amp; Wilmschurt</b>	Handout: WISC V And WISC V Spanish  Handout: DAS II  Handout: Intellectual Disability Assessment  Document: Parent Handbook  Document: Best Practices Booklet	Pick up: iPads  <b>Pick up:</b> DAS II		
Week 11  Week of: 10/30/17  ONLINE CLASS	Nonverbal Assessment	<b>Essentials McCallum et al.</b>	Handout: Nonverbal Assessment  Document: Parent Handbook  Document: Best Practices Booklet		<b>DAYC 2</b> Protocol #1 due to Partner  <b>Bayley III</b> Protocol #1 due to Dr. Cole	
Week 12  Week of: 11/06/17  ONLINE CLASS	Nonverbal Assessment	<b>Essentials McCallum et al.</b>	Handout: Nonverbal Assessment		<b>DAS II</b> Protocol #1 due to Partner  <b>DAYC 2</b> Self-Reflection Due in BB 11/12/01/2017 at	



					11:59pm	
Week 13  Week of: 11/13/17	Evaluations of CLD Students	<b>Rhodes et al. Chapter 3</b> Legal and Ethical Requirements for the Assessment of CLD Students  <b>Rhodes et al. Chapters 5-6</b> Pre-referral Considerations for CLD, Use of Interpreters  <b>Rhodes et al. Chapter 9</b> Language Proficiency Assessment		Return DAS II	<b>DAYC 2</b> Protocol #1 Due to Dr. Cole  <b>DAS II</b> Protocol #1 Due to Dr. Cole  <b>DAS II</b> Summary Report Due on BB by 11/19/2017  <b>DAS II</b> Self-Reflection Due on BB by 11/19/2017	
Week 14  Week of: 11/20/17  <b>THANKSGIV ING HOLIDAY NO CLASS THIS WEEK</b>						
Week 15  Week of: 11/27/17	Presenting the FIE at an ARD/IEP Meeting  Interview Tips  Explaining recommendat ions to classroom teachers  Ed. Diag. on- the-job tips  FIE Examples			Return: <b>Bayley III</b>  Return: <b>DAYC 2</b>	Young Child Case Study Due on BB Includes summary of: Bayley III DAYC 2 Informal Observations  <b>Bayley III</b> Self-Reflection Due on BB by 12/03/2017  <b>DAYC 2</b> Self-Reflection Due on BB by 12/03/2017	
Week 16  Week of: 12/04/17	<b>FINALS WEEK</b>			Return: iPads	<b>Assessment Portfolio Due today</b>	

### Grades

#### Grading Scale:

92%-100%    **A**

85%-91%    **B**

## **Student Guidelines**

### **University Policies**

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #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](#)
  - Technology during instruction: Laptop computers, iPads, cell phones will be used in class only for instruction purposes.
  - Technology during exams: As appropriate and as indicated by instructor.
  - Technology in emergencies: Cell phones will be permitted for personal use only in case of emergencies.
- 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**

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, 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**

#### **Expectations:**

1. Attend class and demonstrate test administration procedures in class
2. Students must be more than marginally competent in assessment procedures; therefore, any grade less than a 'B' will not be acceptable for course completion.  
Please Note: All testing and handling of test material, clients, and information obtained from the clients must be in accordance with the American Psychological Association's Ethical Principles for Psychologists. Any violation of the above will result in failure of the course and possible dismissal from the program.
3. Submit tests by deadline dates; late assignments will not receive full credit; if you should receive an incomplete in the class, your grade will be reduced by one letter grade.
4. Use people-first language in class and in reports
5. Administer tests accurately
6. All testing must be conducted during Fall 2016
7. Submit your Case Study report, portfolio score sheet, and Dispositions/Diversity Evaluation

## Bibliography

- Daly, E. J., III, Witt, J. C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26(4), 554-574.
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- Gibb, G. S. & Wilder, L. K. (2002). Using functional analysis to improve reading instruction for students with emotional/behavioral disorders. *Preventing School Failure*, 46(4), 152-157.
- Peacock, G. P., Ervin, R. A., Daly, E. J., & Merrell, K.W. (2009). *Practical handbook of school psychology*. New York, NY: Guilford Press.
- Flanagan, D. P., Ortiz, S. O., Alfonso, V. C., & Mascolo, J. T. (2008). *The achievement test desk reference (ATDR)*. Boston, MA: Allyn & Bacon.
- Fitzgerald, M., Johnson, M., & Lasater, M. (2007). *Maxim: Linking functional-contextual assessment to the instructional process*. Katy, TX: LR Consulting.
- Naglieri, J. & Goldstein, S. (2009). *Practitioner's guide to assessing intelligence and achievement*. Hoboken, NJ: Wiley Publishing.
- Fletcher-Janzen, E. & Reynolds, C. (2008). *Neuropsychological perspectives on learning disabilities in the era of RTI: Recommendations for diagnosis and intervention*. Hoboken, NJ: Wiley Publishing.
- Meltzer, L. (2007). *Executive function in education: From theory to practice*. New York, NY: Guilford Press.
- Mody, M. & Silliman, E. R. (2008). *Brain, behavior, and learning in language and reading disorders*. New York, NY: Guilford Press.
- Sattler, J. (2007). *Assessment of children* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Partington, J. W. & Sundberg, M. L. (2007). *The assessment of basic language and learning skills (The ABLLS): Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts, Inc.
- Schrank, F. A., & Flanagan, D. P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. Boston, MA: Academic Press.
- Sundberg, M. L. (2008). *The verbal behavior milestones assessment and placement program*. Concord, CA: AVP Press.

## Recommended Readings (Journals)

*Assessment for Effective Intervention*

*Behavioral Disorders*

*The DiaLog*

*Education and Training in Developmental Disabilities*

*Exceptional Children*

*Teaching Exceptional Children*

*Journal of Learning Disabilities*

*Learning Disabilities Quarterly*

*Remedial and Special Education*

*Focus on Autism and Developmental Disabilities*

*Young Exceptional Children*

*Research and Practice in Severe Disabilities*

*Journal of Special Education*

*Education and Treatment of Children*

## Useful Web Resources

Dumont Willis Home Page: <http://alpha.fdu.edu/psychology/>



CHC Cross-Battery Online: <http://facpub.stjohns.edu/~ortizs/cross-battery/>  
WWW School Psychology Homepage: <http://facpub.stjohns.edu/~ortizs/>  
Institute for Applied Psychometrics: <http://www.iapsych.com/hornmod.htm>  
Council for Exceptional Children: <http://www.cec.sped.org/index.html>  
Council for Educational Diagnostic Services: <http://www.unr.edu/educ/ceds/>  
Texas State Board for Educator Certification: <http://www.sbec.state.tx.us/SBECOnline/default.asp>  
Assessment of 2<sup>nd</sup> Language Acquisition: <http://home.earthlink.net/~psychron/>  
The Brain Connection: <http://www.brainconnection.com/>  
School Psychology Resources Online: <http://www.schoolpsychology.net/>  
Margaret Kay: <http://www.margaretkay.com/>  
National Association of School Psychologists: <http://www.nasponline.org/index2.html>

## 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 the excellence of SHSU's programs.