



**SPED 5305: Individual Assessment of Cognitive Functioning**

**Spring 2018**

*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:** Tuesdays, 5:30 pm to 8:20 pm

**Location of class:** The Woodlands Center (TWC) – room 335

**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, scoring, and interpretation individual tests of cognitive ability, including (but not limited to) the Woodcock-Johnson IV Tests of Cognitive Ability (WJIV COG); the Wechsler Intelligence Scale for Children (WISC-V), the ABAS-3; and, the Vineland-3.

**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. Tests including (but not limited to) the Woodcock-Johnson IV Tests of Cognitive Ability (WJIV COG); the Wechsler Intelligence Scale for Children (WISC-V), the ABAS-3; and, the Vineland-3. 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

**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:**

- **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. 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.
- **Late Assignments:** Assignments should be submitted electronically via Blackboard before class (electronically time stamped prior to 11:59 p.m.) on the due date (see Course Calendar). In general, late assignments are not accepted. If, however, due to an emergency you are unable to turn in an assignment on time, you must make arrangements in writing with the professor as soon as you realize your assignment will be late. A 10% grade deduction will be made for each day that the assignment is late – regardless of whether or not an extension has been requested and granted.
  - **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.
  - **Obtaining Assistance:** I am very committed to your progress! I am available to provide you with the assistance you need to demonstrate proficiency with course content. PLEASE NOTE: Students should expect a response within 48 hours and delayed responses on the weekends. PLEASE read your rubrics at a minimum of ONE WEEK prior to the assignment due date in order to receive timely feedback. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.
  - **Withdrawing from Class:** It is your responsibility to check the SHSU website (academic calendar) for add/drop and withdraw dates.
  - **Visitors in 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. Students wishing to audit a class must apply to do so through the Registrar's Office
  - **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 achievement. Absolutely no eating in class. Only water is allowed.
  - **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](#)
  - **Reasonable Accommodations:** 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's Services for Students with Disabilities (SSD) and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. For a complete listing of the university policy, see: <https://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>
  - **Electronic and Phone Response:** Instructor and teacher assistant reserves the right to respond to emails and phone calls within 48 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.
- 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 Messages in Academic Classrooms and Facilities #100728](#)

## EVALUATION:

1. **Ethical Practices for Educational Diagnosticians:** After reading the Ethical Practices for Educational Diagnosticians, the students will sign and upload the document into Blackboard.
2. **Quizzes:** Periodic quizzes/exams will determine familiarity with material, particularly the WJIV COG, WISC-V, and SB-5 manuals and Sattler Textbook.
3. **Protocols:** Students will submit protocols 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. Ink pens must be used on all protocols. The minimum passing grade for protocols is “80”.

### Items to be Submitted with Protocols

- 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)
  - Protocols (Record Form, Response Booklet 1; Response Booklet 2)
  - On-line scoring report (WJIV and WISC-V Q-Interactive)
4. **Self-Reflection (including video):** Each student is required to video-record one administration of the WJIV COG, WISC-V, Vineland-3, and ABAS-3. All video-recordings must uploaded into Google Drive and a sharing link emailed to the professor. Multiple files should be created, one per subtest and named Subtest\_LastName. For example: Oral\_Vocabulary\_Gomez
  5. **Interpretive Reports:** Students are required to write interpretive reports based on WJIV COG, WISC-V, ABAS-3/Vineland-3 results. 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. Each student is expected to rewrite the interpretive report as many times as is necessary until satisfactory proficiency is met. For each revision, ten (10) points will be deducted from the total possible points. Students are to use the templates posted in Blackboard for assignments; however, the sample language must be replaced with the student’s original language. Students may not use colleague’s reports as templates for their work. Internet

reports and materials, as well as school district reports and materials, may not be used as templates for assignments.

6. **Group Report:** Students will work with a small group to present one Sattler textbook chapter. The presentation will consist of a PowerPoint/Prezi and a class handout. A scoring rubric is located in Blackboard.
7. **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.
8. **Test Kit Administration:** Students are required to administer selected portions of the WJIV COG and WISC-V to the instructor or TA. Students must demonstrate proficiency in administration and scoring in order to pass the course. 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. Rubric for testing out, including an explanation of major and minor mistakes, is located in Blackboard. A 5% deduction will be taken for each “Test Kit Administration” re-administration. Students are limited to three (3) scheduled attempts, with a minimum passing grade of “85”.
9. **SLD Case Study Presentation:** Students will present a case study, including background information, assessments results, conclusions, and recommendations. The presentation must include visuals appropriate for an ARD/IEP Meeting.
10. **Tk20 Submissions:**
  - Protocols Scored (one pdf document)
    - WISC-V
      - WISC-V Q-Interactive Training Record
      - WISC-V #1-3 Compuscores
    - WJIV
      - WJIV COG #1-3 Compuscores
    - Vineland-3
  - Summary Reports (one pdf document)
    - WJIV COG #1-3
    - WISC-V #1-3
  - Self-Reflections (one pdf document)
    - WJIV COG
    - WISC-V
  - FIE Case Study (one pdf document)

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.

**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**.

**Course Evaluation (Grades):**

**A= 100 - 92**

**B= 91 – 85**

**C = 84 – 70**

**F = < 70**

Students obtaining a grade of “C” must retake this course.

NOTE: Minor adjustments/additions/deletions may be made to assignments and/or dates. You will be provided adequate time to prepare.

**COURSE SCHEDULE**

<b>Date</b>	<b>Class Work</b>	<b>Readings</b>	<b>Assignments/ Activities Quiz/Exam</b>	<b>DUE TODAY</b>
<b>Week 1</b> <b>01/23/18</b>	Introductions/Syllabus Review  Atkins v. Quarterman Williams v. Quarterman  Statistics and Psychometrics Revisited  CHC Theory	Overview of Sattler 5 <sup>th</sup> Edition	Readings: Overview Sattler	Check out: WJIV COG
<b>Week 2</b> <b>01/30/18</b>	In-Class Student Demonstration & Scoring of the WJIV COG  CHC Theory  Standard scores, cluster scores, profiles of strengths and weakness, relative proficiency index (RPI), instructional zones, percentiles	How to Administer the WJIV COG Overview of WJIV COG  <b>Sattler Ch. 4</b> Statistics and Psychometrics  Administration Manuals, WJIV COG	Readings: WJIV COG  Practice in class and at home: WJIV COG	
<b>Week 3</b> <b>02/06/18</b>	The Assessment Process; Guidelines to the Assessment Process;	<b>Sattler Ch. 1</b> Assessing Children: The Process  Administration	Readings: Ch 1  Practice Testing	WJIV COG Self-reflection and Video hyperlink (due 2/4/18 by 11:59pm in BB)

	TEA Child-Centered Timeline  4 Pillars of Assessment	Manuals, WJIV COG		WJIV COG #1 Score Report & Interpretive Report (due 2/4/18 by 11:59pm in BB)  WJIV COG #1 Protocols and Score Reports due to Dr. Gomez at beginning of class
<b>Week 4</b> <b>02/13/18</b>	CHC Theory  Ethnic Minority Children	<b>Sattler Ch. 5</b>	<b>Quiz 1 (due 2/11/18 at 11:59pm)</b>  Group Report Ch 5 (due 2/13/18 at 5:30pm in BB)  Readings: Ch 5	WJIV COG #2 Score Report & Interpretive Report (due 2/11/18 by 11:59pm in BB)  WJIV COG #2 Protocol and Score Report due to Dr. Gomez at beginning of class
<b>Week 5</b> <b>02/20/18</b>	In-Class Student Demonstration & Scoring of the WISC-V  Interpreting scores on the WISC-V  Q-interactive Website	Handouts and PowerPoint on theory bases  <b>Sattler Ch. 2 &amp; 6</b>	Readings: Ch 2, 6  Group Report Ch 2 (due 2/20/18 at 5:30pm in BB)  Group Report Ch 6 (due 2/20/18 at 5:30pm in BB)	Check in: WJIV COG  Check out: WISC-V (kits and Q)  WJIV COG #3 Score Report & Interpretive Report (due 2/18/18 by 11:59pm in BB)  WJIV COG #3 Protocol and Score Report due to Dr. Gomez at beginning of class
<b>Week 6</b> <b>02/27/18</b>	Challenges in Assessing Children; Ethical, Legal and Professional Standards of Practice  Schedule Individual Student Conferences over Protocols  Interpretation of the WISC-V from the perspective of broad and narrow ability areas	<b>Sattler Ch. 3</b> Ethical, Legal, and Professional Issues  Administration Manuals, WISC-V	<b>Quiz 2 (due 2/25/18 at 11:59pm)</b>  Readings: Ch. 3  Group Report Ch 3 (due 2/27/18 at 5:30pm in BB)  WISC-V Administration Manuals  WISC-V Testing Demonstration and Handout	WISC-V Q-Interactive Reports (due 2/25/18 by 11:59pm in BB)  WISC-V Self-reflection and Video hyperlink (due 2/25/18 by 11:59pm in BB)
<b>Week 7</b> <b>03/06/18</b>	Educational Diagnostician Week!!  Evidence-Based Recommendations Based on Assessment Results	Overview and Technical Aspects of Writing  Administration Manuals, WISC-V	<b>Quiz 3 (due 3/04/18 at 11:59pm)</b>  Readings: Ch. 10  Group Report Ch 10 (due 3/6/18 at 5:30pm)	WISC-V #1 Score Form & Interpretive Report (due 3/4/18 by 11:59pm in BB)  WISC-V #1 Protocol due to Dr. Gomez at

	Cognitive links to academics  Review Quiz 2	<b>Sattler Ch. 10</b>	in BB)	beginning of class  Test out on WJIV COG due by 03/06/2018
<b>03/13/18</b>	<b>SPRING BREAK</b>			
<b>Week 8</b> <b>03/20/18</b>	Report Writing  Evidence-Based Recommendations Based on Assessment Results  ADHD – Executive Functions	Administration Manuals, WISC-V		WISC-V #2 Score Form & Interpretive Report (due 3/18/18 by 11:59pm in BB)  WISC-V #2 Protocol due to Dr. Gomez at beginning of class
<b>Week 9</b> <b>03/27/18</b>	Cultural and Linguistically Diverse CLD Students: Pre-referral Considerations and Working with Interpreters	Administration Manuals, WISC-V	Readings  Interpretation of the WISC-V	Check-in WISC-V (kit and Q)  WISC-V #3 Score Form & Interpretive Report (due 3/25/18 by 11:59pm in BB)  WISC-V #3 Protocol due to Dr. Gomez at beginning of class
<b>Week 10</b> <b>04/03/18</b>	Classification and disability determination	Administration Manuals, SB-5	<b>Quiz 4 (due 4/1/18 at 11:59pm)</b>  Readings  SB-5 in class	
<b>Week 11</b> <b>04/10/18</b>	Review Quiz 4  Review Dyslexia	Administration Manuals, WAIS-IV  Review all readings	Readings  WAIS-IV in class	
<b>Week 12</b> <b>04/17/18</b>	Midterm Exam		<b>MIDTERM</b>	Midterm due by 4/22/18 at 11:59pm  Test out on WISC-V due by 04/17/2018
<b>Week 13</b> <b>04/24/18</b>	Case Study Demonstration  SLD Presentation	Review of semester readings  Administration Manuals, WNV	<b>Quiz #5 (due 4/22/18 at 11:59pm)</b>  WNV in class	Case Study (due 4/22/18 by 11:59pm in BB)  Test Review Handout (due 4/22/18 by 11:59pm in BB)  Turn in Portfolio
<b>Week 14</b> <b>05/01/18</b>	Presenting the FIE at an ARD/IEP meeting  SLD Presentation			SLD Presentation (due 4/29/18 at 11:59pm in BB)



## COURSE EVALUATION

Item	Description	Percent	Due Date
<b>ETHICAL PRACTICES FORM</b>	Uploaded signed form required for passing course	0	
<b>Tk20</b>	Uploads required for passing course	0	
<b>GROUP REPORT</b>	Chapter Presentations	5	
<b>SLD PRESENTATION</b>	Required for passing course	5	
<b>MIDTERM</b>	Midterm Exam	10	
<b>QUIZZES</b>	Quiz # 1	10	
	Quiz # 2		
	Quiz # 3		
	Quiz # 4		
	Quiz # 5		
<b>PROTOCOLS</b>	WJIV #1	20	
	WJIV #2		
	WJIV #3		
	WISC-V #1		
	WISC-V #2		
	WISC-V #3		
<b>SELF-REFLECTIONS AND INTERPRETIVE REPORTS</b>	WJ IV COG Self-Reflection & Video hyperlink	20	
	WJ IV COG # 1 with Summary Report		
	WJ IV COG # 2 with Summary Report		
	WJ IV COG # 3 with Summary Report		
	WISC-V Q-Interactive Training		
	WISC-V Self-Reflection & Video hyperlink		
	WISC-V # 1 with Summary Report		
	WISC-V # 2 with Summary Report		
	WISC-V # 3 with Summary Report		
<b>TEST KIT ADMINISTRATION</b>	WJIV COG	30	
	WISC-V		
<b>TOTAL</b>		100	

## **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](#)

## **COURSE EXPECTATIONS:**

1. Students are expected to find their own subjects. It is the responsibility of the student to follow the “Participant Guidelines” 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. 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.
4. 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. Reduction in points for late work is in addition to any other points that might be deducted for quality of work, etc.
5. You will be expected to accurately calculate chronological age.
6. Use people first language and consider the least restrictive environment.
7. 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.

## **PARTICIPANT GUIDELINES:**

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind two 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; and, persons who will not sign a release giving up their right to see specific test results.

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 participant ages (7-14 years old)/grades the graduate student must select from to administer the specific instruments:
  - a. Four elementary age/grade children
  - b. Two middle school age/grade children
  - c. 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. Material obtained from examinees is to be treated as confidential, meaning the student should identify subjects by their initials or pseudonyms on reports.
5. 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* (3<sup>rd</sup> ed.). Hoboken, NJ: Wiley Publishing. ISBN: 978-0-470-62195-0
- Dehn, M. J. (2006). *Essentials of Processing Assessment*. Hoboken NJ: Wiley and Sons.
- Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of Report Writing*. Hoboken, NJ: Wiley and Sons
- Prifitera, A., Saklofske, D. H., & Weiss, L. G. (2005). *WOODCOKC-JOHNSON IV IV: Clinical Use and Interpretation*. San Diego, CA: Elsevier Academic Press.
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. *Assessment of Culturally and Linguistically Diverse Students: A Practical Approach*. New York: Guilford Press.
- Wendling, B.J., & Mather, N. (2009). *Essentials of evidence-based interventions*. Hoboken, NJ: Wiley Publishing. ISBN 978-0-470-20632-4.
- Zhu, J. & Weiss, L. (2005). The Woodcock-Johnson scales. In D.P. Flanagan, & P.L. Harrison (Eds.), *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (pp. 297-324). New York: The Guilford Press.

## **College of Education Information**

### **NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation.

[NCATE Standards](#)

[CAEP Standards](#)

### **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.