SYLLABUS
EDUC 5342: Psycho-educational Diagnostics: Cognitive Testing
University of St. Thomas School of Education

SEMESTER: Spring, 2015: Compressed Track

INSTRUCTOR: Gayle Pitcher, Ph.D.
Email address: pitchege@stthom.edu
Office Hours: Before and after class time or by appointment

PREREQUISITE:
EDUC 5341 with grade of B+ or higher and error free protocols and video administrations for WJ III Ach and KTEA II

COURSE DESCRIPTION:
This course is the second in a series of courses designed to provide students with the educational background, practical experience and legal framework needed to accurately select, administer and interpret individual, standardized tests. It is a graduate level course intended for students pursuing a degree/certification in educational diagnostics, special education or reading. More specifically, this course is designed to provide the student with the educational background and practical experience needed to accurately administer and interpret selected tests of cognitive functioning, understand the cognitive processing model, and begin to understand the application of assessment results to decisions about special education eligibility.

SOCIAL JUSTICE TEACHINGS for UST School of Education:
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. These tenets are listed here:

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

EDUC 5342 TEXT LIST:
THIS BOOK IS NOT YET AVAILABLE. WE WILL USE THE TEST MANUAL FOR NOW.

OPTIONAL TEXTS:

WE WILL ALSO USE THE FOLLOWING BOOKS:
From EDUC 5341 Psycho-educational Diagnostic Procedures: Academic Achievement:

From EDUC 5345 Evidence-Based Practices for Students with Mild Disabilities

COURSE OBJECTIVES/LEARNER OBJECTIVES: Students will be able to:
1. Describe and measure cognitive abilities in children based on various theoretical models.
2. Administer and score tests on the basis of established standardized procedures.
3. Understand test construction and descriptive techniques.
4. Observe and informally evaluate a child’s behavior during assessment, in the classroom, and other settings.
5. Demonstrate ability to interpret scores and results and apply this information to IDEA eligibility decisions.
6. Communicate assessment results and recommendations, orally and in writing, to parents, teachers, and other parties.

REQUIRED MATERIALS and RESOURCES:
1. Stopwatch (digital) that doesn’t make noise when started or stopped (phones are OK)
2. CD player and audio tape player (for tests requiring these to be used as a part of the test administration procedures)
3. A clip board- to place protocols on during test administration
4. Video camera (i.e. flip camera, etc.)
5. Four to six Individuals between 8 (3rd grade or higher) and 22 who are willing to undergo testing, sign consent to be tested, and understand they will not be given the results. These individuals MAY NOT BE IDENTIFIED FOR SPECIAL EDUCATION SERVICES OR BE ANYWHERE IN THE REFERRAL PROCESS.

COURSE EXPECTATIONS: Students will be expected to:
1. Read the assigned materials.
2. Attend and participate in all classes.
3. Administer tests and write integrated reports using achievement test results from EDUC 5341 and EDUC 5342:
   a. Woodcock-Johnson III- Tests of Cognitive Abilities (3 tests and 1 report)
   b. Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) (3 tests and report)
4. Submit videos (on CDRom or flash drive) of WISC-IV and WJ III Cognitive test administrations. Videos will not be returned.
5. Present and demonstrate one of the following tests:
   - KABC-II: Kaufman Assessment Battery for Children, Second Edition
   - Stanford-Binet Intelligence Scales (SB5), Fifth Edition
   - Vineland Adaptive Behavior Scales II (Vineland II)
   - Adaptive Behavior Assessment System II (ABAS II)
   - Differential Ability Scales-II (DAS-II)
   - Wechsler Nonverbal Test (WNV)
   - Leiter International Test
6. Submit assignments. Protocols will be returned for review but must be returned to the professor.
7. Take final examination.

**COURSE GRADING:**

<table>
<thead>
<tr>
<th>Activity</th>
<th># of Points for each</th>
<th># required</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First administration of WJ IV COG and WISC-IV protocols</td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Second and Third Administration of the WJ IV COG and the WISC-IV protocols</td>
<td>7</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Reports (WJ IV &amp; WISC-IV)</td>
<td>7</td>
<td>2</td>
<td>14</td>
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<tr>
<td>Presentation of additional test</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Videos of 2nd and 3rd administrations of the WJ III COG and the WISC-IV</td>
<td>7</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Attendance: See policy below*</td>
<td>*</td>
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<td>*</td>
</tr>
<tr>
<td>Professional Conduct</td>
<td>5</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Final Examination</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
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**GRADING SCALE:** Based on a 100 point scale, grades will be assigned as follows:
- A: 95-100, A-: 90-94
- B+: 87-89, B: 84-86, B-: 80-83
- C+: 77-79, C: 74-76, C-: 70-73
- D+: 67-69, D: 64-66, D-: 60-63
- F: 59 or lower
ADDITIONAL INFORMATION:
1. Students are expected to adhere to all ethical, informed consent and confidentiality guidelines. Failure to do so may result in very serious consequences at the discretion of the instructor and the university and may result in dismissal from this course.
2. **Students or adults tested must use provided consent forms and include a copy with each protocol submitted.** You will not get credit for a test until the consent form is submitted. Avoid testing relatives and students with disabilities. Do not test your own children. You may want to exchange examinees with your classmates to avoid a conflict of interest.
3. Do not share test results with anyone except the instructors or an assigned classmate. All test results are confidential and should NOT be shared with the parents of the examinees.
4. Do not make any recommendations to the parent for further testing or psychological or medical treatment.
5. This is a very demanding course. Students must complete all assignments and coursework on time and earn a B+ or higher in this course in order to move forward with the program.
6. Incompletes are not given in this course unless there is a major personal or family illness or death of an immediate family member which keeps you from completing the course on time. Other circumstances must be approved by the instructor.
7. **ATTENDANCE in this course is required.** For each class that you are absent, you will lose 5 points. Each class builds on the previous class. In addition, in-class demonstrations and administrations of tests are impossible to make up. Tardiness will also be penalized.
8. You are expected to demonstrate mastery of each of the two major tests (WJ III Cognitive and the Wechsler Intelligence Scale for Children IV) by earning a perfect score on either protocol # 2 or #3 for each test. **Additional Protocol(s):** At the instructor’s discretion, a student may be provided the opportunity to complete one (1) additional Woodcock Johnson IV Tests of Cognitive Abilities protocol and/or one (1) additional Wechsler Intelligence Scales for Children - Fourth Edition protocol in order to demonstrate competency in standardized test administration. Should the instructor deem the situation appropriate to utilize this option, the additional protocol(s) must be submitted with a corresponding video recording and the administration and video must be error free in order for the student to be eligible to move on to the next assessment course as part of the educational diagnostician program. If this ONE additional protocol and video (per test) are not error free, the student will need to retake this entire course prior to proceeding to the next assessment course as part of the educational diagnostician program.
9. **At the end of the semester all graded protocols must be turned in to the instructors. ALL TEST KITS MUST ALSO BE RETURNED AT THE END OF THE SEMESTER.**
10. Students are expected to have read and reviewed the assigned material for each class prior to the class.
11. Label each protocol (Example-WJ #1, #2, #3). **KEEP ALL PROTOCOLS IN A SECURE LOCATION. KEEP A RECORD OF ALL GRADES TO VERIFY INSTRUCTOR’S RECORDS.**

**UST SHARED GOVERNANCE APPROVED POLICIES:**
The Code of Student Conduct and other Student and Academic Policies have been established in order to uphold the academic mission and core values of the University of St. Thomas. It is the students’ responsibility to adhere to the rules, regulations and policies of the University as well as Federal, State, and local laws. The approved policies may be accessed through the myStThom portal under UST Shared Governance.

**Texas Examinations of Educator Standards (TExES): EDUCATIONAL DIAGNOSTICIAN:**

**Domain I Students with Disabilities**

**Educational Diagnostician Standard V:** The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
Educational Diagnostician Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Domain II Assessment and Evaluation

Educational Diagnostician Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Educational Diagnostician Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Domain III Curriculum and Instruction

Educational Diagnostician Standard IX: The educational diagnostician addresses students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Educational Diagnostician Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

Domain IV Foundations and Professional Roles and Responsibilities

Educational Diagnostician Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Educational Diagnostician Standard II: The educational diagnostician understands and applies knowledge of ethical and Professional practices, roles, and responsibilities.

Educational Diagnostician Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Educational Diagnostician Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

METHODOLOGY/ TECHNOLOGY:
In addition to face to face lectures, Blackboard (BB) will be used as the course delivery and management tool. Students will be expected to utilize BB on a regular basis. Components of BB that will be used on a regular basis include the Announcement Board, Syllabus Section, External Links, and Grade Center, and Course Documents (for specific assignments and course materials). Students are expected to download course documents, listen to mini – lectures, and keep up with the assigned readings.

PROFESSIONAL CONDUCT:
This portion of the grade is based on the expectation that students will demonstrate the following:

a. demonstrate care of test kits and all materials used in this class, especially confidential materials
b. professional, respectful participation and interactions with students/instructors
c. adhere to University of St. Thomas Student Code of Conduct
d. cell phones are turned off and no use of Ipad or laptop devices during class

STUDENT ACCOMMODATIONS:
Any student with a documented disability needing academic accommodations is requested to speak with his or her instructor as early as possible. All discussions will remain confidential. Students with disabilities will also need to contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-2169 or 6953.

ACADEMIC INTEGRITY:
Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 pt font, Times New Roman, double space, left justified.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Topic(s)</th>
<th>Class Reading/Online Assignment Due</th>
<th>Test Admin Due</th>
<th></th>
</tr>
</thead>
</table>
| **WEEK ONE**   | --Welcome                                                                      | Class Reading: Essentials WJ IV COG – Ch 1-2  
On Blackboard: IQ Tests and School Psychology  
What do the numbers mean? | (none) |   |
| Tuesday, March 24<sup>th</sup> | --Course Overview and Logistics  
--What is Intelligence?  
The Woodcock-Johnson IV Cognitive Battery | | |   |
| **WEEK TWO**   | --WJ IV COG Protocol Review in class: Scoring and Discussion  
--Intro to CHC/Intelligence Theory and Cross Battery Assessment  
--Approaches to LD assessment | Class Reading: Essentials of WJ COG IV – Ch 3-5  
Essentials of SLD: Ch. 1, 6, 7, 8, 10 | WJ IV Cog Protocol #1 |   |
| Tuesday, March 31<sup>th</sup> | | | | WJ IV Cog Protocol #1 |
| **WEEK THREE** | --Discuss WJ III Cog Protocol #2 Administration  
--CHC/Intelligence Theory continued  
--Cognitive-Academic links  
--WISC IV: Class Discussion and Administration Practice | Class Reading: Essentials of WISC 4 – Ch 1 -2, 5, 7  
Essentials of X Battery Assess: Ch 2, 4,5, 6 | WJ IV Cog Protocol #2  
WJ III Cog Video #1 |   |
| Tuesday, April 7<sup>th</sup> | | | |   |
| **WEEK FOUR**  | --Debrief on WISC IV Amin #1  
--Score WISC IV in class and discuss corrections  
--Cross Battery Assessment (cont)  
--Intro to report writing  
--Intro to Cross Battery Disc | Class Reading: Essentials of SLD – Ch 2, 4, 9  
(Reading)  
CE - Cases 21, 22, 23 & 30  
RtI & SLD  
Essentials of SLD – Ch 3 (Math)  
CE – Case 17, 25, 36  
Essentials of SLD – Ch 5 (Writing) | WISC IV Protocol #1 |   |
| Tuesday, April 14<sup>th</sup> | | | WISC IV Protocol #1 |   |
| **WEEK FIVE**  | --Discuss and review WISC IV Protocol #2 and video  
--Turn in WISC IV Protocol #2 and video  
--Report Writing: Integrating Cognitive and Achievement Results | Class Reading: Essentials of X Battery Assessment Chp. 7 | WISC IV Protocol #2  
WISC IV Video #1 | Work on WJIV Report |
| Tuesday, April 21<sup>st</sup> | | | |   |
| WEEK SIX | --Review Scoring and turn in WISC IV Protocol #2 and Video  
--What is Intellectual Disability (ID)?  
--Assessment of Adaptive Behavior  
--Functional Assessments  
--Team Test Kit Presentations:  
  Stanford-Binet Intelligence Scales (SB5), Fifth Edition  
  Vineland Adaptive Behavior Scales II (Vineland II)  
  Adaptive Behavior Assessment System II (ABAS II) | Class Reading:  
To be announced  

Online:  
Functional Evaluations | Team Test Kit Presentations  
Bring Draft of WJ IV Cog Integrated Report  
Bring Draft of WISC 4 Integrated Report |
|---|---|---|
| WEEK SEVEN | --Review Scoring for WJ IV Cog Protocol #3 and video  
--Review for Final Exam  
--Team Test Kit Presentations:  
  KABC-II: Kaufman Assessment Battery for Children, Second Edition  
  Differential Ability Scales-II (DAS-II)  
  Wechsler Nonverbal Test (WNV)  
  Leiter International Test | Class Reading:  
Communicating Evaluation Results  
CE - Case 34  
(posted on line) | WJ IV Cog Protocol #3  
Video #2  
WJ IV Cog Integrated Report  
Team Test Kit Presentations |
| WEEK EIGHT | “STOP and DROP”  
Final Assignment  
ALL TEST KITS MUST BE TURNED IN ON THIS DAY  
Final Exam on line; dates to be announced | WISC IV Proto # 3  
Video #2  
Integrated Report |