LOCATION:

San Jacinto College Pearland

Building 12-Room 138

Wednesdays 5:00-8:00 pm

INSTRUCTOR:

Carol Booth, Ph.D.
Email address: boothc@stthom.edu
Phone: 832-425-1541
Office Hours: by appointment

REQUIRED BOOKS:


• I will demonstrate the use of the new version of cross battery which is downloaded from the publisher, XBAASS. Your districts will be using this version when you are working as certified diagnosticians. You are not required to purchase this access card which is available from John Wiley & Sons for $50.00.


HIGHLY RECOMMENDED BOOKS:

• Mather, N. & Jaffe, L.E. (2016). Woodcock-Johnson –IV: Reports, Recommendations, and Strategies. Hoboken, NJ. My copy is currently being shipped-I will demonstrate how this can be used.

OPTIONAL BOOKS:


WILL ALSO USE THE FOLLOWING BOOKS:

From EDUC 5341 Psychoeducational Diagnostic Procedures: Academic Achievement


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


REQUIRED MATERIALS:

- Stopwatch (digital) that doesn’t make noise when started or stopped
- CD player and audio tape player (for tests requiring these to be used as a part of the test administration procedures)
- A clip board- to place protocols on during test administration
- Access to video camera for production of testing videos

COURSE DESCRIPTION:

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. Students will learn about 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.

STATE AND NATIONAL STANDARDS GUIDING THIS COURSE:

This course is aligned to the Texas Administrative Code (TAC)/State Board for Educator Certification (SBEC) Educational Diagnostician Standards as well as the National Council for Exceptional Children.
Advanced Standards and Advanced Knowledge and Skills Sets for Special Education Diagnostic Specialists. Below are the links to those standards.

**Link to Texas Educational Diagnostician Standards:**
- 19 TAC §239.83

**Link to National CEC Advanced Standards for Special Education Diagnostic Specialists:**

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

**COURSE REQUIREMENTS:** 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:
   a. Woodcock-Johnson III- Tests of Cognitive Abilities (3 tests and 1 report). *The expectation is that improvement is made with each protocol; ultimately, you must submit error free protocols in order to move to the next assessment course.*
   b. Wechsler Intelligence Scale for Children –Fourth Edition (WISC-IV) (3 tests and 1 report). *The expectation is that improvement is made with each protocol; ultimately, you must submit error free protocols in order to move to the next assessment course.*
4. Submit videos (on CD or flash drive) of WISC-IV and WI III Cognitive test administrations.
5. Present and demonstrate one of the following tests:
   a. Universal Test of Nonverbal Intelligence- 2nd Edition (UNIT-2) may need to borrow
   b. Reynolds Intelligence Assessment System : Second Edition (RIAS-2) may need to borrow
   c. Kaufman Assessment Battery for Children: Second Edition (KABC-II) revision in process
   d. Stanford-Binet Intelligence Scales: Fifth Edition (SB5)
   e. Vineland Adaptive Behavior Scales II (Vineland II) revision in process
   f. Adaptive Behavior Assessment System III (ABAS III)
   g. Differential Ability Scales-II (DAS-II)
   i. Wechsler Nonverbal Test (WNV)
   j. Wechsler Adult Intelligence Scale-IV: my copy will be here next week
   k. Wechsler Preschool and Primary Intelligence Scale: IV will need to borrow
6. Submit assignments
7. Take final examination
COURSE GRADING:

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<th>Activity</th>
<th># of Points for each</th>
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<td>15</td>
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<tr>
<td>Administer WISC-V</td>
<td>5</td>
<td>3</td>
<td>15</td>
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<td>Presentation of additional test</td>
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<td>10</td>
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<tr>
<td>Videos (submitted on CD or flash drive) of test administrations</td>
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<td>4</td>
<td>20</td>
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<td>Attendance <em>SEE POLICY BELOW</em></td>
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<td>Dispositions</td>
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<td>Final Examination</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>C-</td>
<td>70-73</td>
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ADDITIONAL INFORMATION:

- Students are expected to strictly 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.
- All examinees must be volunteers and you must have parent permission before testing. Use provided permission form and includes a copy with each protocol submitted. Avoid testing relatives, students with disabilities, and children whom you may work with in the educational, community or other setting. You may want to exchange examinees with your classmates to avoid a conflict of interest.
- It is strongly recommended that you do not test students whom you are currently teaching.
- You may not test a student who is currently in special education, under consideration for a referral to special education, or be classified as Limited English Proficient.
- Do not share test results with anyone except this instructor or classmate. All test results are confidential and are for the graduate student to gain experience, not for diagnostic purposes for the volunteer examinee.
- Do not make any recommendations to the parent or examinee for classroom intervention, further testing, psychological, psychoeducational, or medical treatment.
- LABEL EACH PROTOCOL WITH YOUR NAME, THE ACRONYM FOR THE TEST SUBMISSION (WJ-IV OR WISC-V), AND THE NUMBER OF THE SUBMISSION (#1, #2, #3). For example, then your first WJ protocol submission would be labeled “Student First Name, Student Last Name – WJ#1”. KEEP ALL PROTOCOLS IN A SECURE LOCATION. KEEP RECORD OF ALL GRADES TO VERIFY INSTRUCTOR’S RECORDS.
- This is a very demanding course. Students are expected to complete all assignments on time. Plan your schedule carefully.
- The instructor may require a student to resubmit an assignment or complete additional assessments in order to confirm competency. *YOU MUST EARN A GRADE OF B+ OR BETTER AND HAVE ERROR*
FREE PROTOCOLS IN THIS COURSE IN ORDER TO TAKE THE NEXT ASSESSMENT COURSE. STUDENTS WHO DO NOT EARN AT LEAST A B+ (AND HAVE ERROR FREE PROTOCOLS) MAY TAKE THE COURSE ONE ADDITIONAL TIME AT THEIR OWN EXPENSE.

- Attendance/Participation: The University expects all students to be regular and punctual in class attendance. Frequent and/or unexplained absences may result in a student being administratively withdrawn from the course or in a grade reduction or failing grade (at the discretion of the faculty member) in accordance with the faculty member’s attendance policy included on the course syllabus. In addition, in class demonstrations and administrations of tests are impossible to make up. Therefore, the attendance policy for this course will be as follows: Your first absence will result in a two point deduction in your final grade, regardless of the reason for the absence (excused or unexcused). Your second absence will incur a 4 point reduction in your final grade, and more than two (2) absences will provide you the opportunity to retake the course. If you more than one hour late, you will be counted as absent.

- You are encouraged to attend another section of the course during the week in which you experienced an absence from this section of the course.

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.

STUDENT ACCOMMODATIONS:
If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Croocker Center. This office can be reached at (713) 525-2169 or 6953.

ACADEMIC DISHONESTY
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. Keep in mind that quoting from test manuals when describing tests is not considered plagiarism.