University of St. Thomas - School of Education & Human Services
EDUC 5342 – Spring 2018
Psychoeducational Diagnostic Procedures: Cognitive
Tuesdays, 5:00 p.m. – 7:30 p.m.

SYLLABUS

LOCATION: Houston Community College Northwest-Spring Branch Campus
1010 W. Sam Houston Parkway
Houston, TX 77043
Room: 606

INSTRUCTOR: Valerie Morgan, Ph.D.
PHONE: 281-615-7707 (cell)
E-MAIL: morganv@stthom.edu
OFFICE HOURS: By appointment via phone or email

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.

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

REQUIRED TEXTBOOKS:


OPTIONAL:


WE WILL ALSO REFERENCE THESE BOOKS FROM PREVIOUS COURSES:


REQUIRED MATERIALS:

1. Stopwatch (digital) that doesn’t make noise when started or stopped (phone may work)
2. CD player (for tests requiring these to be used as a part of the test administration procedures). For accuracy in locating tracks and controlling volume, I highly recommend using a laptop computer with external speakers to play the audio.
3. Video recording device (to video yourself administering the tests)
4. Flash drive, CD-R, or SD card to submit videos of yourself to the instructor.

COURSE 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 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.

SOCIAL JUSTICE TENETS
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. The School of Education at University of St. Thomas uses three (3) of the social justice teachings of the Catholic Church to drive instruction and decision making:

- **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.

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.

**Texas Examinations of Educator Standards (TExES): EDUCATIONAL DIAGNOSTICIAN**
The Educational Diagnostician Standards/Domains/Competencies are posted on the course Blackboard.

COURSE REQUIREMENTS:
Students will be expected to:
1. Utilize Blackboard (UST online course delivery and management tool) as assigned to access course resources, complete learning activities, and submit assignments.
2. Read the assigned materials.
3. Attend all classes. Participate in all classes and interactions with the instructor and fellow students in a professional and respectful manner.
4. Administer tests and write integrated reports using:
   a. Achievement test results from EDUC 5341
   a. Woodcock-Johnson IV- Tests of Cognitive Abilities (3 tests and 1 report)
b. Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) (3 tests and 1 report)

5. Submit videos (on CD or flash drive) of WJ-IV Cog and WISC-V test administrations.

6. Present and demonstrate one or more of the following tests:
   a. KABC-II: Kaufman Assessment Battery for Children, Second Edition
   b. Stanford-Binet Intelligence Scales, Fifth Edition (SB-5)
   e. Differential Ability Scales, Second Edition (DAS-II)
   f. Cognitive Assessment System (CAS II)
   g. Wechsler Nonverbal Test (WNV)

7. Complete and submit assignments on time.

8. Take Final Examination.

COURSE REQUIREMENTS AND GRADING:

<table>
<thead>
<tr>
<th>Activity</th>
<th># of Possible Points for each</th>
<th># required</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer WJ IV Tests of Cognitive Abilities</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Administer WISC-V</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Videos of WJ-IV Cog Test Administrations</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Videos of WISC-V Test Administrations</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Written Report: WJ-IV</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Written Report: WISC-V</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Additional Course Assignments</td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Test Kit Presentation</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Dispositions</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Final Examination</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
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<td><strong>100</strong></td>
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GRADING SCALE (Based on 100 point scale):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>95-100 = A</td>
<td>84-86 = B</td>
</tr>
<tr>
<td>90-94 = A-</td>
<td>80-83 = B-</td>
</tr>
<tr>
<td>87-89 = B+</td>
<td>77-79 = C+</td>
</tr>
<tr>
<td>84-86 = B</td>
<td>74-76 = C</td>
</tr>
<tr>
<td>74-76 = C</td>
<td>67-69 = D+</td>
</tr>
<tr>
<td>70-73 = C-</td>
<td>60-63 = D-</td>
</tr>
<tr>
<td>67-69 = D+</td>
<td>59 or lower = F</td>
</tr>
</tbody>
</table>

*Note: Though grades for some or all coursework may be posted on Blackboard, only the grade posted for you through the UST Registrar’s office qualifies as your official course grade.*
ADDITIONAL INFORMATION:

1. WJ-IV and WISC-V test kits must be checked out from the UST Bookstore prior to the first day of class. **You must bring your test kits to the first class meeting.** Students will be charged a leasing fee for each kit (payable to the bookstore) and students will be responsible for returning the kit to the bookstore when the course is completed. Should complete test kits (no missing parts) not be returned to the bookstore, a service indicator will be added to the student’s account which will prevent transcripts from being issued, degrees from being conferred, and certification from being obtained.

2. WJ-IV and WISC-V protocols will be provided by the instructor during the first class meeting.

3. 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.

4. All examinees must be volunteers and you must obtain a signed consent form before administering each test. Signed parent consent must be obtained for minors. Signed consent must also be obtained from adults. **Students must use provided consent forms (found on Blackboard) and include a copy with each protocol submitted.** You will not get credit for a test until the consent form is submitted.

5. Testing subjects must be within the stated age ranges of the test you are administering. Testing subjects should NOT be relatives (e.g., own children or spouses). Testing subjects should NOT be individuals with disabilities. Testing subjects need to be of various ages (e.g., younger elementary; older elementary/earlier secondary; later secondary/adult). No more than 1 adult subject (age 18+) may be used per test.

6. 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 or the examinees themselves. Do not make any recommendations to the parent for further testing or psychological or medical treatment.

7. 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. **At the end of the semester all graded protocols and videos must be turned in to the instructor.**

8. Students are expected to have read and reviewed the assigned material for each class prior to the class meeting.

9. 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 be eligible to enroll in the Practicum course.
10. Late Work Policy: Late and incomplete work penalties are at the instructor’s discretion and will be applied. Typically, each instance of late work will result in a penalty of 5 percentage points being deducted from your overall course grade. Incomplete assignments (i.e., subtests not administered, or videos missing) will also be penalized, typically 1 point deduction per missing subtest or video. It is your responsibility to ensure that videos for all required subtests are present and in good working order before turning them in.

11. Incompletes are not given in this course unless there is a major personal or family illness or death of an immediate family member that keeps you from completing the course on time. Other circumstances must be approved by the instructor.

12. Attendance Policy: Attendance in this course is required and critical to success in the course. Each class builds on the previous class, and in-class demonstrations and discussions are impossible to make up. Exposure to all of the course content is critical for achieving the mastery expectations of the course. Absences (even for illness or school events, with rare exceptions), while understandable and sometimes unavoidable, are not ‘excused’ as far as earning attendance credit goes. As a rule, a graduated scale for absence penalties will be applied as follows: Your first absence will result in a 2-point deduction in your final grade, regardless of the reason for the absence. Your second absence will incur an additional 4-point reduction in your final grade, and more than two (2) absences will result in your being required to re-take the course. Consistent tardiness will also be penalized.

13. You are expected to demonstrate mastery of each of the two major tests in this course (WJ IV Tests of Cognitive Abilities and WISC-V) by completing an error-free administration on your final protocol for each test. Instructors reserve the right to add additional testing assignments if needed to complete this requirement. (See #14 for “Additional Protocols” policy.)

14. Additional Protocols: At the instructor’s discretion, a student may be provided the opportunity to complete one (1) additional WJ-IV protocol and/or one (1) additional WISC-V 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 protocol and video must reflect an error-free administration in order for the student to be eligible to move on to the next 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 re-take this entire course prior to proceeding to the next course as part of the Educational Diagnostician program. (This means that no more than ONE additional WJ-IV and/or WISC-V protocol/video may be submitted for this purpose.)
15. This course is a prerequisite for enrolling in the next assessment course (EDUC 5343). **YOU MUST EARN A GRADE OF B+ OR BETTER AND HAVE ERROR FREE PROTOCOLS IN THIS COURSE IN ORDER TO TAKE THE PRACTICUM COURSE (EDUC 5343/5344). If you do not earn at least a B+ and have error-free protocols on your first attempt at this course, you may be eligible to retake this entire course prior to proceeding to the practicum as part of the educational diagnostician program. However, please note that retaking the cognitive course is not recommended and may only be an option if the instructor deems it appropriate.**

**STUDENT RESPONSIBILITIES**
Students are responsible for reading, understanding, and adhering to all requirements and policies listed in the course Syllabus. It is the student’s responsibility to proactively keep the course instructor informed of any events or circumstances that may impact the student’s ability to adhere to course requirements and policies, and to remain in close contact with the instructor about those circumstances until they are resolved.

Students are also responsible for checking email (University of St. Thomas, stthom.edu, account) on a **daily basis** to ensure that they are up to date on the most recent information for the course. Emails sent by the instructor via the stthom.edu account are part of the official communication system of the course. It is the student’s responsibility to ensure that his or her email account is in good working order and that emails from the course instructor’s email address are being received without incident. The instructor expects that students will continue to check email on a daily basis until all course requirements are fulfilled (i.e., the student has officially completed the course).

If the student is unclear about any aspect of the Syllabus, or any other information provided by the instructor, it is the student’s responsibility to contact the course instructor immediately in order to ask needed questions and gain clarity.

**DISPOSITIONS (8% of course grade):**
This is a very demanding course and at times you may be frustrated and feel quite overwhelmed with the material. The testing courses are unlike any other course you have taken previously in the program and a considerable amount of dedication and tenacity is required. Maintaining and exhibiting professional dispositions (actions and attitudes) consistent with those required of a professional Educational Diagnostician is a critical component of this course. Professional dispositions—including demonstrating positive, courteous, professional, and respectful attitudes at all times, especially when under stress—are expected both in the classroom (with your classmates and instructor) and outside the classroom (with your testing subjects and their parents). Please refer to the course document (on Blackboard) titled “Dispositions” for specific expectations. Consistent demonstration of the expected dispositions is one of the components of your final course grade.
STUDENT ACCOMMODATIONS:
Any student with a disability requiring accommodations in this course is encouraged to contact UST Counseling and Disability Services in Crooker Center. Their offices can be reached at (713) 525-6953 or 2169. Please let the instructor know if you have made an assistance request through the UST Counseling and Disability Services office, and also contact the instructor directly to discuss your needs.

ACADEMIC INTEGRITY:
Taking credit for any thought, idea, or work that is not your own is plagiarism. Unless otherwise indicated by the instructor, each completed assignment is expected to reflect independent work and thought. 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 any 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 point font, Times New Roman, double space, left justified.