LOCATION: Malloy 016 – Tuesdays (KD88)

INSTRUCTOR:
Tera Torres, Ed.D.
Office Address: 1202 Colquitt (Education Annex)
Email address: torrest@stthom.edu
Phone: 713-899-0690
Office Hours:
  Monday 1pm to 4:30pm
  Tuesday 2:30pm to 5pm
  Wednesday 10am to 2pm
  (and by appointment)

REQUIRED BOOKS:
- *Essentials of WISC-V assessment*
- Shranck et al. (2016). *Essentials of WJIV assessment*

OPTIONAL BOOKS:

WILL ALSO REFERENCE THE FOLLOWING BOOKS from previous courses:
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

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 variety of 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 – evidence of reading will be determined in class discussions and/ or with additional assignments given.
2. Attend and participate in all classes.
3. Administer tests and write integrated reports using achievement test results from EDUC 5341:
      *The expectation is that improvement is made with each protocol; ultimately, you must submit error free protocols in order to move to the practicum courses.*
      *The expectation is that improvement is made with each protocol; ultimately, you must submit error free protocols in order to move to the practicum courses.*
4. Submit videos (on CD or flash drive) of WISC-V and WJ IV Cognitive test administrations.
5. Present and demonstrate one of the following tests:
   a. KABC-II: Kaufman Assessment Battery for Children, Second Edition
   b. Stanford-Binet Intelligence Scales (SB5), Fifth Edition
   c. Vineland Adaptive Behavior Scales 3 (Vineland 3)
   d. Adaptive Behavior Assessment System III (ABAS 3)
   e. Differential Ability Scales-II (DAS II)
   h. Cognitive Assessment System (CAS II)
   i. Wechsler Nonverbal Test (WNV)
6. Submit assignments and take final examination

COURSE GRADING:

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<tr>
<th>Activity</th>
<th># of Points for each</th>
<th># required</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Administer WJ IV COG</td>
<td>5</td>
<td>3</td>
<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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<tr>
<td>Reports (WJ IV &amp; WISC-V)</td>
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<td>2</td>
<td>10</td>
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<tr>
<td>Activity</td>
<td># of Points for each</td>
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<td>Presentation of additional test</td>
<td>10</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Videos (submitted on CD or flash drive) of test administrations</td>
<td>5</td>
<td>4</td>
<td>20</td>
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<tr>
<td>Attendance *SEE POLICY BELOW</td>
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<tr>
<td>Dispositions *SEE DESCRIPTION BELOW</td>
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<tr>
<td>Final Examination</td>
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<td><strong>Total</strong></td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>C-</td>
<td>70-73</td>
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**ADDITONAL 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.
- 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.
- Students are expected to complete all assignments on time. Plan your schedule carefully. NO LATE WORK WILL BE ACCEPTED FOR ANY REASON.
- **Dispositions:** This is a very demanding course, and at times, you may be frustrated and feel quite overwhelmed with the material. The assessment course sequence is unlike any course you have taken previously and a considerable amount of dedication and tenacity is required. It is imperative that you maintain a positive and courteous attitude at all times; you must remain professional and respectful of your classmates and of your instructor at all times. All correspondence with your classmates and with your instructor should be kind and professional. Should you later become an educational diagnostician or work in a leadership role in special education, you will often find yourself in similar situations that may be volatile and tense. You will find yourself working with colleagues with...
differing opinions and serving parents and students who may challenge your ideas. In such situations you MUST remain calm and professional. In BB you will find a document called “Dispositions” that will be used to this end as part of this course.

- **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 Scale for Children – Fifth 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 may be provided the opportunity to retake this entire course prior to proceeding to the practicum as part of the educational diagnostician program. (This means that no more than ONE additional WJIV protocol and/ or ONE additional WISC V protocol may be submitted for this purpose.) However, please note that retaking the cognitive course is not recommended and may only be an option if the instructor deems it appropriate.

- 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 PRACTICUM COURSES.**

- 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 2-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 and/ or switch programs.

**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 Crooker 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.