Human Services  
EPS 545 (Section 020): Individual Intelligence Testing  
Spring 2020

Course Time: T 4:30-7 PM

Location: Human Services 320  
Office: Human Services 211  
Office Phone: 936-468-1306  
Other Contact Information:  
EMERGENCY Contact: (405) 293-3085

Office Hours: T 11-1 & 3:30-4:30 PM; W 11-1 PM  
Credits: 3 hours  
Email: ellishernm@sfasu.edu

Prerequisites: EPS 544

All testing kits and protocols will be checked out from my graduate assistants. Their schedules will be provided for you by the end of the 2nd week of classes.

<table>
<thead>
<tr>
<th>Brittany Thomas</th>
<th><a href="mailto:thomasb4@jacks.sfasu.edu">thomasb4@jacks.sfasu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Raven Mitchell</td>
<td><a href="mailto:mitchellrs1@jacks.sfasu.edu">mitchellrs1@jacks.sfasu.edu</a></td>
</tr>
<tr>
<td>Berenice Saez</td>
<td><a href="mailto:saezbricb@jacks.sfasu.edu">saezbricb@jacks.sfasu.edu</a></td>
</tr>
</tbody>
</table>

I. Course Description:

The purpose of this course is to teach the administration, scoring, interpretation, and the use of measures of cognitive ability as well as achievement. Students will receive direct instruction and supervised practice with measures of cognitive functioning as well as measures of academic achievement. Cognitive functioning measures will include but not be limited to the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) (5 kits total). Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) (4 kits total) and the Differential Ability Scale (DAS) Cognitive Scale/Mullen Scales of Early learning (1 kit total). The two measures of achievement will be the Woodcock Johnson-Third Edition (WJ-IV) (3 kits total) and the Wechsler Individual Achievement Test-Third Edition (WIAT-III) (5 kits total). This course will also be infused with social/behavioral measures such as the Behavior Assessment System for Children (BASC-III).

This course will also address historical perspectives, psychometric issues, current social/legal controversies, theories, and skills related to standardized assessment practices. Issues related to psychological report writing and non-discriminatory assessment will be emphasized.

This course does have a course fee $100 related to fees from clinic items and protocols related to the assessments above.

Of note (Contact Hours): Students will work through the assessment and feedback process under the supervision of the course instructor and added support from the Charter School Internship Director and the Pre-Doctoral Interns. The instructor will provide group supervision for partners, individual supervision and electronic supervision support throughout their course. This will add to
the amount of time spent on the course for students and the instructor (6 contact hours). This is in addition to weekly course meetings and the School Psychology Assessment Center Interfacing.

Also, this course abides by the James I. Perkins College of Education Diversity Statement found at the following link: http://coe.sfasu.edu/about-us/

Students Enrolled in Zoom Section of Course

Attending class via ZOOM is reserved for students who have been admitted to the program under “ZOOM Admission”. These students have stated this in their initial application materials and have been approved by the SPPF.

For this course (EPS 545, keep in mind):
- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Some courses and meetings may be required on campus. Students will be notified at the start of each semester dates they will be required to be on the Nacogdoches campus.
- Some courses require assessment materials. For these courses, students must be able and willing to work with a Region Service Center or local schools for access to testing kits.
- Students will be responsible for all course assignments.
- In the event of a technology issue of the instructor’s/university’s fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student’s fault occurs, the course policy for class absences will be followed, according to the syllabus.

In the event a non-approved student attends a class meeting via ZOOM, he or she will be counted absent and the attendance policy for this course, found on page 9 of this syllabus, will apply.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course reflects the following core values of the College of Education:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
For Educational Diagnosticians:

1. The student knows and understands the models, theories, and philosophies that provide the basis for special education evaluations; Standard 1, 1C
2. The student demonstrates commitment to developing quality educational opportunities appropriate for individuals with disabilities; Standard II, 2A
3. The student is able to articulate the purpose of evaluation procedures and their relationship to educational programming; Standard 1, 2A
4. The student is able to conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, local district policies and procedures and good professional practice and ethics. Standard 1, 2B
5. The student is able to communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities; Standard III, 2G.
6. The student is able to use appropriate communication skills to report and interpret assessment and evaluation results. Standard III, 2H
7. The student is able to provide assistance to others who collect informal and observational data; Standard III, 2I
8. The student is able to effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; Standard III, 2J
9. The student is able to keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications). Standard III, 2I
10. The student knows and understands: the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services; Standard IV, 1A
11. The student knows and understands the relationship between evaluation and placement decisions; Standard IV, 1B
12. The student knows and understands the role of team members, including the student when appropriate, in planning an individualized program. Standard IV. 2C
13. The student is able to use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds; Standard IV, 2A
14. The student is able to interpret and use assessment and evaluation data for targeted instruction and ongoing review; Standard IV, 2B
15. The student is able to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. Standard IV, 2C
16. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. Standard V
17. The student knows and understands the characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities; Standard V, 1A
18. The student knows and understands the educational implications of various disabilities;
Standard V, 1B
19. The student knows and understands the variation in ability exhibited by individuals with particular types of disabilities. Standard V, 1C
20. The student is able to access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities; Standard V, 2A
21. The student is able to gather background information regarding the academic, medical, and family history of individuals with disabilities. Standard V, 2B
22. The student is able to use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need. Standard V, 2C
23. Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The student knows and understands:
   (A) basic terminology used in assessment and evaluation;
   (B) standards for test reliability;
   (C) standards for test validity;
   (D) procedures used in standardizing assessment instruments;
   (E) possible sources of test error;
   (F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
   (G) uses and limitations of each type of assessment instrument;
   (H) uses and limitations of various types of assessment data;
   (I) procedures for screening, pre-referral, referral, and eligibility;
   (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
   (K) the necessity of monitoring the progress of individuals with disabilities;
   (L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
   (M) methods of motor skills assessment.

(2) The student is able to:
   (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
   (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
   (C) score assessment and evaluation instruments accurately;
   (D) create and maintain assessment reports;
   (E) select or modify assessment procedures to ensure nonbiased results;
   (F) use a variety of observation techniques;
   (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
   (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
(I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
(J) make recommendations based on assessment and evaluation results;
(K) prepare assessment reports; and
(L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

24. The student is able to:
(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
(B) recognizes how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

25. The student knows and understands appropriate curricula and instructional strategies for individuals with disabilities. Standard X

26. The student able to:
(A) gain general understanding of and the ability to interpret and use assessment and evaluation data for instructional planning
(B) develop the basic skills for conducting Curriculum Based Measurement (CBM) to support psycho-educational assessment findings.
(C) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.
(D) provide feedback of assessments and evaluation data planning, and management procedures that are appropriate in relation to student needs and the instructional environment.
(E) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.
(F) consult with teachers and parents to help determine the best academic and behavioral interventions and adjustments to make to formulate the best recommendations to ensure success of the student.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

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The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

1. The student can recognize and describe “best practices” in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.
2. The student can describe, recognize and apply ethical principles of school psychology.
3. The student can describe and recognize legal issues stemming from IDEA, Section 504, and the ADA for school psychologists.
4. The student is prepared to take and pass a state certification examination for school psychology.
5. Students are to describe major historical developments in the history of school psychology.

**NASP Content Domains addressed by this course:**

**Domain 1: Data-Based Decision Making and Accountability**

*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**

*School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

*School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

**Domain 8: Diversity in Development and Learning**

*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*
Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Class time will be used for a variety of purposes including lecture, demonstrations, and practice. Students will be introduced to the test through a careful examination of materials and a discussion of the administration and usage of the test. Some class time will be devoted to practicing the administration of tests. Much more practice is needed outside of class. Practicing by oneself perhaps in front of a mirror is a good starting point for home practice. As you get accustomed to handling the materials you may be ready to test a family member or close friend. ONLY AFTER YOU HAVE PASSED A CHECKOUT, SHOULD YOU ATTEMPT TO TEST SOMEONE OUTSIDE OF YOUR IMMEDIATE FAMILY OR CLOSE FRIENDS. An informed consent form must be read and signed by all test subjects or their parents, in the case of children, excepting immediate family members. This informed consent form must be returned to the course instructor along with the test protocol. Students are responsible for finding their own test subjects. Immediate family members cannot be used for reports while in practice, but for the purpose of this testing, distant family is fine. All information obtained from tests used for this class is considered invalid. No use of this information for clinical purposes should be made. To use information obtained by an unqualified examiner is unethical. Exceptions can be made if the student is fully certified or licensed by an appropriate credentialing agency. The course instructor should be informed if the credentialed student wishes to use test information for clinical purposes and the student must provide evidence of the student's appropriate credentials. The course instructor will be the final determiner if the credential is satisfactory for the purposes of this class.

All testing materials must be signed out before they can be utilized. Many of these materials are very expensive and are essential to the teaching of the course. Students checking out materials will be held financially responsible for lost or stolen kits or replacing missing pieces. Always check to make sure all test materials are placed in the correct box and placed in the correct location in the kit. Please inform the instructor if test materials have been lost or damaged. Students are required to sign a test kit sign out form before taking a test kit so that the course instructor and other parties are aware of where kits are and who has them at all times.
Students will administer tests and submit reports in the number indicated below. It is important to interpret intelligence and adaptive behavior assessments in the context of a complete assessment battery. Test batteries include at a minimum, an intelligence test, tests of adaptive behavior, social/emotional assessment and an achievement test. Achievement test data may be constructed as a simulation or real achievement data can be collected by administering the Woodcock-Johnson Psycho-educational Battery. In addition the battery should also include direct observation of the child within the school (can be simulated) and interviews with parents and teachers (can be simulated). Interview data should also be simulated. Choose (invent) a reason for the referral (referrals will be created in class). The child could be referred for an assessment to determine the need for special education services due to a learning disability, mental retardation, autism or some other disability.  

The interview should be a component of an assessment report. Do not worry, I will provide a few examples of de-identified reports!

Additional Information: As a part of this course, you will be required to identify subjects and administer 6 official assessments. You will be required to administer 1 WISC-V, 1 WAIS-IV, 1 DAS/Mullen, 1 WJ-IV Achievement or 1 WIAT-III Achievement Test, 1 BASC-III (TRS, PRS and self report)—(BROAD and NARROW BAND) and 1 Vineland Adaptive Behavior Scale Assessment. In addition, Curriculum Based Assessment will also be administered. One of these is to be fulfilled with a 655 practicum student as you will help them with a portion of their SPAC assessment. It will be YOUR responsibility to ensure you work with the student on scheduling and testing.

*Note: The WAIS-IV should be administered to a fellow graduate student and must be video-taped as a part of the assignment. The completed protocols must be turned in by the dates listed below. They will be reviewed for accuracy, graded and returned. The protocols are due on the dates listed below. They will be worth a maximum of 60 points each. A maximum of 220 points can be earned from test protocol completion. Late protocols will be penalized 5 points per day each day they are late. All protocols must be turned in as a part of the class requirements. Missing protocols will automatically be factored into the final grade as a zero. OF NOTE: Protocols are to be turned in with write-ups of the protocols. Example reports will be provided on D2L.

Based on the selected protocols, one report will be written. A report based on results from either a DAS/Mullen or WJ-IV battery must be turned in on or before the deadline listed below. Reports will be penalized 5 points per day they are late. Each report must be type written and complete. OF NOTE: Copies of printouts from software are unacceptable! Students must type out the results of their assessments. The final report is considered a “build up” of all protocols and write-ups until the end so the report is written in sections. The reports will be reviewed by the instructor and will be worth a maximum of 60 points each.

<table>
<thead>
<tr>
<th>Assessment</th>
<th># to be administered</th>
</tr>
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<tbody>
<tr>
<td>WISC-V</td>
<td>1</td>
</tr>
<tr>
<td>WAIS-IV</td>
<td>1</td>
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</tbody>
</table>
Test kits are to be checked out with the course instructor’s graduate assistants. It is requested that students come to score assessments during the course instructor or graduate assistant set office hours (updates will be provided to students).

Exams: 2 exams will be given and each is worth 100 points. The exams will come from the lecture notes and readings presented up to the point of the exam. Question formats could include essay, short answer essay, matching, true and false or multiple-choice.

Assessment Protocols: Assessment protocols are to be completed according to the schedule and tuned in on the due dates indicated. Assessments are to be completed with partner or preferably your own available subject. However, WAIS administration between partners is to be videotaped (Kill 2 birds with 1 stone 😃)!

Partner Assignments & Final Video: Partners will be assigned by the 2nd week of the course. These partners will work together to create a request for assistance (reason for referral) form to be exchanged with other groups. Partners will also work together to complete the following:

1. Initial Report Information
2. Parent/Teacher Interview
3. Behavior Observations (3 total for each report)
4. Practice BASC-III
5. Practice Vineland
6. Practice Cognitive/Achievement Assessment
7. Practice Skills Assessment (Curriculum Based Assessment)

OF NOTE: It is these interactions that should be videotaped.

Final Completed Report (Charter School): Students will be assigned a case from the Stephen F. Austin State University Charter School by the first week of February 2016. Students will be provided with a request for assistance and will complete the case as they have practiced in EPS 544 and will continue to practice in EPS 545. Students will need to complete all of the following for their case (OF NOTE, THIS MAY DIFFER FOR EACH CASE DUE TO DIFFERENCES IN TESTING NEEDS):

1. Initial Report Information
2. Parent/Teacher Interview
3. Behavior Observations (3 total for each report)
4. BASC-III
5. Possible Narrowband Measure
6. Vineland/Adaptive Behavior Scale  
7. Cognitive/Achievement Assessment  
8. Skills Assessment (Curriculum Based Assessment)

**Final Checkout/Evaluations:** On the day of your feedback with parents at the Charter School, the course instructor will sit in on all meetings and will evaluate your complete feedback, which will be immediately provided. You will also get an evaluation filled out by your teacher and officials at the SFA Charter School.

**Supervision and Contact:** Students will work through the assessment and feedback process under the supervision of the course instructor and added support from the Charter School Internship Director and the Pre-Doctoral Interns. The professor will provide group supervision for partners, individual supervision and electronic supervision support throughout their course. This will add to the amount of time spent on the course for students and the instructor.

**Participation:** Participation points can be earned by regular attendance, being prepared for classes (having read the assigned material), taking part in classroom discussions, treating all course participants in a collegial manner, turning objectives and reports in on time and completing the online evaluation. A maximum of 50 points can be earned.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Points Needed</th>
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</thead>
<tbody>
<tr>
<td>2 Exams</td>
<td>200 points</td>
</tr>
<tr>
<td>Assessment Protocols</td>
<td>6 at 40 points=240 points</td>
</tr>
<tr>
<td><strong>(Addresses NASP Domains 1, 3, 8 &amp; 10)</strong></td>
<td></td>
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<tr>
<td>Final WAIS Report</td>
<td>60</td>
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<tr>
<td><strong>(Addresses NASP Domains 1, 3, 8 &amp; 10)</strong></td>
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<tr>
<td>Final Completed Report (Charter School)</td>
<td>50</td>
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<tr>
<td><strong>(Addresses NASP Domains 1, 3, 8, 9 &amp; 10)</strong></td>
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<tr>
<td>Partner Assignment (Practice/Video)</td>
<td>50</td>
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<tr>
<td><strong>(Addresses NASP Domains 1, 3, 8 &amp; 10)</strong></td>
<td></td>
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<tr>
<td>Final Checkout/Feedback (Charter School)</td>
<td>25</td>
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<tr>
<td><strong>(Addresses NASP Domains 1, 3, 4, 8 &amp; 10)</strong></td>
<td></td>
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<tr>
<td>Final Video</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>700 points</strong></td>
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</table>

Possible Bonus Points 10 (up to 5 points can be earned on each exam)

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>630-700</td>
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<tr>
<td>B</td>
<td>560-629</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar/Class Number:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21 (1+2)</td>
<td>Syllabus review</td>
</tr>
<tr>
<td></td>
<td>Course Intro</td>
</tr>
<tr>
<td></td>
<td>4 Pillars of Assessment</td>
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<tr>
<td></td>
<td>Nature of Assessment</td>
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<td></td>
<td>Test Security</td>
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<tr>
<td></td>
<td>Obtaining Test Materials</td>
</tr>
<tr>
<td></td>
<td>Statistical and Measurement Concepts (Addition)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Sattler (2008) Chapters 1, 4, 8 &amp; 9</td>
</tr>
<tr>
<td>January 28 (3)</td>
<td><em>(Tentative!!) Meeting with Lysa Hagan at Charter School</em></td>
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<tr>
<td></td>
<td><em>Meeting is at 4 P.M. Come to the lobby of the Charter School by 3:50 P.M.</em> We will walk to the designated room at that time together (Conference Room).*</td>
</tr>
<tr>
<td></td>
<td>Student Administration and Scoring of WAIS-IV to each other</td>
</tr>
<tr>
<td></td>
<td>Interpretation of WAIS-IV Results</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Sattler (2008) Chapter 10</td>
</tr>
<tr>
<td>February 4 (4)</td>
<td>Professionalism in the Work Place. The 101 of being a School Psychologist</td>
</tr>
<tr>
<td></td>
<td>Demonstration of Administration of WISC-V</td>
</tr>
<tr>
<td></td>
<td>Interpretation of WISC-V Results</td>
</tr>
<tr>
<td></td>
<td>Scores Broken Down….What do they mean??</td>
</tr>
<tr>
<td>February 11 (5+6)</td>
<td>History of Intelligence Testing</td>
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<tr>
<td></td>
<td>Theories of Intelligence</td>
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<tr>
<td></td>
<td>Issues Related to Measurement and Change of Intelligence</td>
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<tr>
<td></td>
<td>Basics of Testing Children/Major Considerations when Testing Children</td>
</tr>
<tr>
<td></td>
<td>Legal and Ethical Issues of IQ Testing</td>
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<tr>
<td></td>
<td><strong>Readings:</strong> Sattler (2008) Chapters 3, 5 &amp; 6</td>
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<tr>
<td></td>
<td><strong>Additional Reading:</strong> Vineland Adaptive Behavior Scale Assessment</td>
</tr>
<tr>
<td></td>
<td><em>DUE: WISC-V Protocol and Write-up</em></td>
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<tr>
<td>February 18 (7)</td>
<td>Steps in the Assessment Process</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>February 25</td>
<td>Social/Emotional/Behavioral Assessment</td>
</tr>
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<td>Behavior Assessment System for Children</td>
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<td><strong>Readings:</strong> Reading will be uploaded to D2L</td>
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<tr>
<td>March 3</td>
<td>Library Day:</td>
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<tr>
<td></td>
<td>Spend this time writing reports, meeting with partner and finalizing the rapidly ending semester. However, ensure you are up to date on the readings for your next class time.</td>
</tr>
<tr>
<td>March 10</td>
<td>Spring Break!!!</td>
</tr>
<tr>
<td>March 17</td>
<td>Special Education Eligibility Determination</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> <a href="http://ritter.tea.state.tx.us/special.ed/rti/">http://ritter.tea.state.tx.us/special.ed/rti/</a></td>
</tr>
<tr>
<td>March 24</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>March 31</td>
<td>Administration and Scoring of the DAS Cognitive Interpretation (Overview)/Mullen Results</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong> DAS/Mullen Manual</td>
</tr>
<tr>
<td>April 7</td>
<td>REPORT WRITING DISCUSSION</td>
</tr>
<tr>
<td></td>
<td>Administration and Scoring of the WJ-IV Cognitive/Achievement Mullen/DAS Review</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong> WJ-IV/WJ-IV Cognitive &amp; Achievement Manual</td>
</tr>
<tr>
<td>April 14</td>
<td>Cultural Diversity &amp; Tests</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong> Sattler (2008) Chapters 19 &amp; 5</td>
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<tr>
<td>April 21</td>
<td>Library Day: Students are to spend the day working on final projects and items due for the rapidly approaching semester.</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> WJ-Cog &amp; Ach Protocols and Write-ups</td>
</tr>
<tr>
<td>April 28</td>
<td>Final Exam</td>
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<tr>
<td></td>
<td>Practice WAIS PROTOCOL &amp; VIDEO DUE!</td>
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May 5 (16)  Final Charter School Report Due to instructor (Unless more time is needed which should be discussed with your course instructor and school officials AHEAD of time!)

**Exact Assignment Due Dates (Subject to change, however students will be advised)**

OF NOTE:
(Assessments to be completed with partner or preferably your own available subject. However, WAIS administration between partners is to be videotaped! **One of these is to be fulfilled with a 655 practicum student as you will help them with a portion of their SPAC assessment. It will be YOUR responsibility to ensure you work with the student on scheduling and testing.**)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>WISC-V</td>
<td>February 11</td>
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<tr>
<td>WAIS-IV</td>
<td>February 18</td>
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<tr>
<td>BASC-III</td>
<td>March 17</td>
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<tr>
<td>Vineland Adaptive Behavior Scale Assessment</td>
<td>March 17</td>
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<tr>
<td><strong>Estimated Final report due to supervisors at Charter!!!</strong></td>
<td>April 14</td>
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<td>DAS/Mullen</td>
<td>April 14</td>
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<td>WJ-IV/WIAT-III Achievement or WJ-Achievement (New WJs Will be Available)</td>
<td>April 21</td>
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<td>Final Video</td>
<td>April 28</td>
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<tr>
<td>Final (Practice WAIS) Protocol</td>
<td>April 28</td>
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<tr>
<td>Final Charter School Report for Course Instructor</td>
<td>May 5</td>
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**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

1. LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.


4. **Supplemental articles are mentioned above**

**ATTENTION!**
There is also a new Sattler book that is releasing. Since it is so new I will only start to work it in, meaning that the old one will work for now as we start to introduce the new. Here is the new book information:
Required:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information:
**Class Attendance Policy (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Students with Disabilities (Policy 6.1 and 6.6)—** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Academic Honesty—** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

**Academic Integrity—** is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**IX. Other Relevant Course Information:**

**Withheld Grades Semester Grades Policy (Policy 5.5)**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct (Policy 10.4)**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Additional Information:**
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.