Human Services
SPSY 6312-020 Individual Intelligence Testing
Spring 2024

Instructor: Summer Koltonski, Ph.D., NCED, NCSP
Course Time & Location: This is a hybrid course and course delivery will occur:
- M 1:00 pm – 3:30 pm
- Human Services Room 314
- Zoom (link provided below)
Office: ECRS 201
Office Hours: T 2:00 pm – 3:00 pm
W 10:00 am – 2:00 pm
Office hours may be virtual (email) or face-to-face. Please send an email to set up a face-to-face meeting during office hours. In addition, we can set up a meeting in Zoom. A link to the Zoom meeting room will be posted to the course homepage.

(Or by Appointment) Office Phone: 936-468-1215
SPAC Phone: 936-468-1304
Other Contact Information:
E-mail: koltonsksl@sfasu.edu
(Please allow at least 24 hours for e-mail responses)

Dr. Koltonski’s Zoom Room information for scheduled and appointment office hours:
Join Zoom Meeting
https://sfasu.zoom.us/j/3215833697?pwd=QmZPRi80K3dOaE9XYmFqQnhHNVhpUT09
Meeting ID: 321 583 3697
Passcode: 449528

Zoom link for weekly course meetings (dates outlined in calendar below):
https://sfasu.zoom.us/j/98703207994?pwd=ZEJKUituQm4zcDBCQUM0RDVTcG9HZz09
Meeting ID: 987 0320 7994
Passcode: 909843

Books for this course required/suggested are found on pages 13-14.

Prerequisites: None
NOTE:
All testing kits and protocols will be checked out from my graduate assistants. Their schedules will be provided for you by the beginning of the 2nd week of classes.

<table>
<thead>
<tr>
<th>Des'Tiana Williams</th>
<th><a href="mailto:williamsds8@jacks.sfasu.edu">williamsds8@jacks.sfasu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kourtney Guthrie</td>
<td><a href="mailto:guthriekd1@jacks.sfasu.edu">guthriekd1@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). Wechsler Adult Intelligence Scale-Fourth Edition (WAIS) 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-Fourth Edition (WJ) and the Wechsler Individual Achievement Test (WIAT). This course will also be infused with social/behavioral measures such as the Behavior Assessment System for Children (BASC).

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 School Psychology Assessment Center Practicum Students. 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.

**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 6312, 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:

Program Learning Outcomes
1. Human Diversity: Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. Psychoeducational Foundations: Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.
3. Content Knowledge: Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.

4. Research & Technology: Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. Professional Skills and Dispositions: Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.

6. Application of Principles and Procedures: Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. Communication: The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.

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 EducationalDiagnosticians:

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 students 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, 1A
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, 1B
18. The student knows and understands the educational implications of various disabilities; Standard V, 1C
19. The student knows and understands the variation in ability exhibited by individuals with particular types of disabilities. Standard V, 1D
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).

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.

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 credentialed 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. Some of may be fulfilled with 655 practicum students 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>
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<tbody>
<tr>
<td>WISC-V</td>
<td>1</td>
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<tr>
<td>WAIS-IV</td>
<td>1</td>
</tr>
<tr>
<td>DAS/Mullen/SB5</td>
<td>1</td>
</tr>
<tr>
<td>WJ-IV/WIAT-III Achievement</td>
<td>1</td>
</tr>
<tr>
<td>BASC-III</td>
<td>1</td>
</tr>
<tr>
<td>Vineland/ ABAS Adaptive Behavior Scale Assessment</td>
<td>1</td>
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</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 (Final WAIS Report):** Partners will be assigned by the 2nd week of the course. These partners will work together to complete a WAIS Assessment on camera and will not only submit the video, but also the protocol they used to follow along and collect their scores. This may also be completed with a chosen volunteer, however, make yourself available to your partner, just in case they have no one to assess.

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

**Selected Report Portions (SPAC):** Students will work with the School Psychology Assessment Center practicum students on selected cases. Students will need to complete a portion of the testing with the practicum students and write up that portion/protocol of the report. (OF NOTE, THIS MAY DIFFER FOR EACH CASE DUE TO DIFFERENCES IN TESTING NEEDS). The given portion may include AT LEAST 1 of the following AND a feedback meeting, but are not limited to---(Keep in mind these may also be uploaded as one of the course assessment protocols if completed with the practicum student):

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)

**OF NOTE:** If a feedback meeting is not attended, an additional item from the list above may be attended instead.

Also **OF NOTE:** No need to score what is observed unless it will be serving as one of your protocol assignments.

For this assignment, the 655 practicum student will evaluate your portion, which will be provided to you. A rubric will be provided!

**Observation of Services Administered Attendance/Paper (SPAC):** Students will work with the School Psychology Assessment Center practicum students on selected cases. They are expected attend AT LEAST ONE feedback meeting for a client. They are then expected to
write a 3-5 page paper about the definition of feedback meetings in the school vs clinical setting. This paper is to be APA 7th ed. with at least 5 sources cited.

**Supervision and Contact:** Students will work through the assessment and feedback process under the supervision of the course instructor and added support from the School Psychology Assessment Center Practicum Students. 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. These points also include Assessment Clinics. A maximum of 50 points can be earned.

- **Assessment Clinics:** The purpose of this is to familiarize yourself with items and skills related to assessment. During these times (which occur during course time) you are expected to be prepared to ask questions, get in some practice, and learn more while gaining comfort and some familiarity in assessment. These will be factored into your participation and attendance score. For those who are remote, you will be expected to sign in on Zoom and actively engage.

- **POSSIBLE dates are 2-21/3-28 and 4/11 (These are to be meetings in person for 6312).**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Exams</td>
<td>200 points</td>
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<tr>
<td>Assessment Protocols</td>
<td>6 at 40 points=240 points</td>
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<td>(Addresses NASP Domains 1, 3, 8 &amp; 10)</td>
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<tr>
<td>Final WAIS Report</td>
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<tr>
<td>Partner Assignment (Practice/Video)</td>
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<td>(Addresses NASP Domains 1, 3, 8 &amp; 10)</td>
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<tr>
<td>Final Checkout/Feedback Attendance (SPAC)</td>
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*The next 2 assignments are combined as the observation paper (report portions are not needed, but please do include discussions of assessments you observed and what was learned).*

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Selected Report Portions OR Activities</td>
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<tr>
<td>(School/SPAC/Other) - Folder Submissions</td>
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<td>(Addresses NASP Domains 1, 3, 8, 9 &amp; 10)</td>
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<td>Final Video</td>
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<tr>
<td>Participation/Assessment Clinics</td>
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**Possible Bonus Points** 10 (up to 5 points can be earned on each exam)
Grade Breakdown

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<tr>
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<th>Points Needed</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
<td>560-629</td>
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<tr>
<td>C</td>
<td>490-559</td>
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<tr>
<td>D</td>
<td>420-489</td>
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<td>F</td>
<td>419 and below</td>
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V. Tentative Course Outline/Calendar/Class Number:

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<thead>
<tr>
<th>Week 1</th>
<th>Syllabus review</th>
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<tbody>
<tr>
<td>January 22 (2)</td>
<td>Course Intro</td>
</tr>
<tr>
<td>January 29 (3)</td>
<td>Pillars of Assessment</td>
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<tr>
<td>January 29 (3)</td>
<td>Nature of Assessment</td>
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<td>January 29 (3)</td>
<td>Test Security</td>
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<tr>
<td>January 29 (3)</td>
<td>Obtaining Test Materials</td>
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<tr>
<td>January 29 (3)</td>
<td>Statistical and Measurement Concepts (Addition)</td>
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<tr>
<td>January 29 (3)</td>
<td><strong>Readings:</strong> Sattler (2020) Chapters 1, 2, 4, 8</td>
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| February 5 (4) | Professionalism in the Workplace. The 101 of being a School Psychologist |
| February 5 (4) | Interpretation of WAIS-IV Results Scores Broken Down…..What do they mean??? |
| February 5 (4) | **Readings:** Sattler (2020) Chapter 10 |

| February 12 (5) | Interpretation of Wechsler Tests & WISC-V Results Scores Broken Down…..What do they mean??? |
| February 12 (5) | **Readings:** Sattler (2020) Chapters 9, 10, 11, 12 & 13/WAIS-IV Manual |

| February 19 (6) | History of Intelligence Testing Theories of Intelligence |
| February 19 (6) | Issues Related to Measurement and Change of Intelligence |
| February 19 (6) | Basics of Testing Children/Major Considerations when Testing Children Legal and Ethical Issues of IQ Testing |
| February 19 (6) | **Readings:** Sattler (2020) Chapters 2, 3, 6 & 7 |
| February 19 (6) | **Additional Reading:** Vineland Adaptive Behavior Scale Assessment |

| February 26 (7) | **Assessment Clinic** |
| February 26 (7) | **Readings:** Sattler (2020) Chapter 2 & 6 |

<p>| March 4 (8) | Social/Emotional/Behavioral Assessment |
| March 4 (8) | Behavior Assessment System for Children Steps in the Assessment Process |
| March 4 (8) | Strengths and Weaknesses of IQ Testing |
| March 4 (8) | Role of IQ Assessments in Educational Assessment |
| March 4 (8) | <strong>Readings:</strong> Sattler (2020) Chapter 2 &amp; 6 + Reading will be uploaded to D2L |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 11</td>
<td><strong>DUE: WISC Protocol and Write-up</strong></td>
</tr>
<tr>
<td></td>
<td>Spring Break!!!</td>
</tr>
<tr>
<td>March 18 (9)</td>
<td>Special Education Eligibility Determination</td>
</tr>
<tr>
<td></td>
<td>Sattler (2020) Chapter 2</td>
</tr>
<tr>
<td>March 25 (10)</td>
<td><strong>Mid-Term Exam</strong></td>
</tr>
<tr>
<td>April 1 (11)</td>
<td>Assessment Clinic Administration and Scoring of the DAS Cognitive Interpretation (Overview)/Mullen Results</td>
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<tr>
<td></td>
<td>Readings: Sattler (2020) Chapter 16</td>
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<tr>
<td></td>
<td>Reading: DAS/Mullen Manual</td>
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<tr>
<td>April 8 (12)</td>
<td><strong>REPORT WRITING DISCUSSION</strong></td>
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<td></td>
<td>Administration and Scoring of the WJ-IV Cognitive/Achievement Mullen/DAS Review</td>
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<tr>
<td></td>
<td>Reading: WJ-IV/WJ-IV Cognitive &amp; Achievement Manual</td>
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<tr>
<td>April 15 (13)</td>
<td><strong>DUE: DAS OR Mullen OR WPPSI OR Stanford-Binet Assessment Protocol and Write-up</strong></td>
</tr>
<tr>
<td>April 22 (14)</td>
<td>Cultural Diversity &amp; Tests Alternatives to Intelligence Testing</td>
</tr>
<tr>
<td></td>
<td>Reading: Sattler (2020) Chapters 5 &amp; 18</td>
</tr>
<tr>
<td>April 29 (15)</td>
<td><strong>Library Day: Students are to spend the day working on final projects and items due for the rapidly approaching semester.</strong></td>
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<tr>
<td></td>
<td><strong>DUE: WJ Cognitive/WIAT Achievement or WJ-Achievement protocol and write-up</strong></td>
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<tr>
<td></td>
<td><strong>Final Exam Released April 29, 2024</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam Due May 7, 2024 11:59 PM</strong></td>
</tr>
<tr>
<td>May 6</td>
<td><strong>Finals Week</strong></td>
</tr>
<tr>
<td></td>
<td>Due: Practice WAIS PROTOCOL, Write-up, &amp; VIDEO DUE!</td>
</tr>
<tr>
<td></td>
<td>I will send the link to a OneDrive folder for you to upload your video to. Submit the protocol and write-up to the Dropbox in D2L.</td>
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<tr>
<td></td>
<td>Selected Writeups (report portions from SPAC) due to instructor (Unless more time is needed which should be discussed with your course instructor and school officials AHEAD of time)!</td>
</tr>
<tr>
<td></td>
<td>Observation of Services Administered (Attendance + Paper) (SPAC/School Setting)</td>
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<tr>
<td></td>
<td>This should include a review of what you observed (assessments and/or other experience etc.)</td>
</tr>
</tbody>
</table>
**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 (or willing participant) is to be videotaped! *Some assignments are to be fulfilled with a practicum/intern student (or school official) as you will help them with a portion of their duties/assessments. 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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</thead>
<tbody>
<tr>
<td>Assessment Clinic Dates</td>
<td>Dates are 2-21, 4-1 and 4-15</td>
</tr>
<tr>
<td>WISC</td>
<td>March 4</td>
</tr>
<tr>
<td>BASC <em>(PARENT, TEACHER, STUDENT)</em></td>
<td></td>
</tr>
<tr>
<td>Vineland OR ABAS Adaptive Behavior Scale Assessment <em>(PARENT, TEACHER)</em></td>
<td>April 8</td>
</tr>
<tr>
<td>DAS OR Mullen OR WPPSI OR Stanford-Binet Assessment</td>
<td>April 15</td>
</tr>
<tr>
<td>WJ Cognitive/ WIAT Achievement or WJ-Achievement</td>
<td>April 29</td>
</tr>
<tr>
<td>Final Video (WAIS)</td>
<td>May 6</td>
</tr>
<tr>
<td>Final (Practice WAIS) Protocol</td>
<td>May 6</td>
</tr>
<tr>
<td>WAIS</td>
<td>May 6 (Please check above)</td>
</tr>
<tr>
<td>Observation of Services Administered (Attendance + Paper) <em>(SPAC)</em></td>
<td>May 6</td>
</tr>
</tbody>
</table>

Required Texts:

1. **This book is the book that is mainly used for the fall and part 1 of the course. I always highly recommend that both books are purchased during the fall session as these will be books you will want to keep throughout your learning and the profession.**
   b. ISBN-10: 0970267142
   d. Link for purchase on publisher site (without resource guide):
   e. Link for purchase on publisher site (with resource guide):
   f. [https://www.sattlerpublisher.com/foundations6e_order.htm](https://www.sattlerpublisher.com/foundations6e_order.htm)

2. **This book is mainly used in the spring for part 2 of the course but is referenced. I always highly recommend that both books are purchased during the fall session as these will be books you will want to keep throughout your learning and the profession.**
   ii. Amazon link with resource guide:
   iii. Link for purchase on publisher site (with resource guide):
   [https://www.sattlerpublisher.com/cog6e_order.htm](https://www.sattlerpublisher.com/cog6e_order.htm)

*Suggested Text:* [https://www.sattlerpublisher.com/cog7e_order.htm](https://www.sattlerpublisher.com/cog7e_order.htm)

4. ALL 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:

   a. ISBN-10: 0986149934
   c. Amazon link: [https://amzn.to/2PHfTKE](https://amzn.to/2PHfTKE)

Book link: [https://amzn.to/2LzcaeW](https://amzn.to/2LzcaeW)
Publisher website: [http://www.sattlerpublisher.com](http://www.sattlerpublisher.com)

QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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 as 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 Policy

Institutional Absences (HOP 04-110)

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for
Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- Student Wellness and Well-Being
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- Other important course-related policies:
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

- On-campus Resources:
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - www.sfasu.edu/deanofstudents
    - 936.468.7249
dos@sfasu.edu
  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - **SFASU Human Services Counseling Clinic** • www.sfasu.edu/humanservices/139.asp
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub” Location: corner of E. College and Raguet St.
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
    - www.sfasu.edu/thehub
    - 936.468.4008
    - thehub@sfasu.edu
X: Additional Information Specific to Educator Preparation

- **Code of Ethics for the Texas Educator:**
  - The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
  - Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

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

- Provide one of the following primary ID documents:
  - Passport
  - driver’s license, state or providence ID cards
  - a national ID card, or military ID card to take the TExES exams
  - 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.

- 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 SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI: Other Relevant Course Information:

**Syllabus Disclaimer:**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in D2L. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus or course requirements need to be addressed by students when the syllabus is received.