EDSP 6386
720,Summer, 2020
Syllabus

Basic Information

Instructor Name

OFFICE: Virtual
CELL PHONE: (432) 631-3942
E-MAIL: Sanchez_to@utpb.edu
OFFICE HOURS: By appointment only

This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description: This course will examine learning theory, learning styles and assessment techniques. Students will administer and interpret the results of cognitive tests in basic skill areas.

Measurable Learning Outcomes:

Learning Objectives

Student will:

- Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- Demonstrates knowledge of standards for test norming, reliability and validity; procedures used in standardizing assessment instruments; and sources of measurement error.
- Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities).
- Demonstrates knowledge of how to select or modify assessment procedures to minimize bias in results.

- Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).
- Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations
- Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific area (eg., language skills, physical skills, social/emotional behavior, assistive technology needs).
- Uses assessment and evaluation results to determine a student's needs in various curricular areas and to make recommendations for intervention, instruction and transition planning

Prerequisites: Admission to the Diagnostician Certification or the Special Education MA Diagnostician Track Program

Materials

Required Materials:

1. Kritkos, E.P., McLoughlin, J.A., & Lewis, R.B. (2018). Assessing Students with Special Needs (8th Ed.) Upper Saddle River, New Jersey: Pearson (ISBN: 9780134254692).

2. Stop watch

3. Video recorder

4. Computer with video and microphone

Recommended Materials:

Supplemental readings, videotapes, software, etc. List WHERE the materials may be found (such as Reserve in the Library), if the recommended materials are going to cost money (e.g. other texts), and a short reason of the benefits to the student would be suggested.

Other materials:

Assessment of Children: Cognitive Foundations & Applications Text & Resource Guide, 6th edition 2018, Sattler

Important Academic Dates

UTPB Academic Calendar

Course Overview

The purpose of this course is to attain knowledge on cognitive assessment and skills in administering measures of cognitive abilities. This course integrates administration and scoring of major cognitive assessment instruments in the context of theory, research, and best practices. Students will be introduced to interpretation of cognitive assessment results, as well as communication of findings through written reports. The course will reinforce basic issues of measurement such as reliability and validity, address the assessment of persons representing various stages of development, and introduce a wide variety of measures. Issues of assessing children and adolescents from a diverse set of populations are integrated throughout the course in addition to specified lectures. Upon completion, students will be qualified to administer the measures on which they have been trained, and to monitor themselves in obtaining competence to administer, score, and interpret a wide range of cognitive assessment measures.

1. **Microsoft Office Team-Conferences:** Each student will participate in 4 Video Conferences throughout the summer course. The primary purpose of these video-conferences is to facilitate conversations about assessment and course assignments/activities. The secondary purpose is to build an on-line community of learners.

2. **Quizzes:** After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, assignments/activities, etc.

3. **WJ IV ACH #1 Test Administration:** You will administer the WJ IV to a specified client. WJ IV #1 consists of the following:
    a. WJ IV Cog - recorded
    b. Test Narrative
    c. Self-Reflection
    d. Must be administered to an elementary student

4. **WJ IV ACH #2 Test Administration:** You will administer the WJ IV to a specified client. WJ IV#2 consists of the following:
    a. WJ IV Cog - recorded
    b. Test Narrative
    c. Self-Reflection
    d. Must be administered to a secondary student

5. **Test Narratives:** Each protocol submission must be accompanied with a narrative documenting the individual assessment session. A template for the testing narrative will be provided. This should include an interpretation of the client's reported results.

6. **Self-Evaluation of Video Administration**: You are required to video-record the WJ Cog administration. You will complete a self-evaluation of the test administration. The critique must include a summary of performance on each subtest and overall strengths and weaknesses.

7. **Video -** You will upload your test administration into Microsoft Office Team.

Grading:

Course Activity	Points	Total Points
Class Meetings in Microsoft Teams	4@75 points	300
WJ IV ACH Assessment (Elementary Student)		
Completed Protocols	200	200
Video Administration	200	200
Self-Reflection	50	50
Test Narrative	50	50
WJ ACH Assessment (Secondary Students)		
Completed Protocols	200	200
Video Administration	200	200
Self-Reflection	50	50
Test Narrative	50	50
Quizzes	3 @10 pts each	30
Total		**1330**

*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 60	F

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.

Grading is based on the following formula.

Total points you accumulated/ Total points in class   X 100 = _____%

 Keep track of your scores for the course through Canvas.

<u>It is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.</u>

Communication, Grading & Feedback:

I will have your work graded and returned to you with feedback within 1 week of the submission date for each assignment. On the grading of each assignment I will use the rubric to indicate where points were earned/lost. I may also provide you with comments and feedback to help you improve your performance. Please review your assignment once it has been graded in order to improve your performance in the future if necessary. If there is any discrepancy in the grade, you must contact me immediately. You can check your grades by going to "Grades". You can also see recently graded assignment on the right hand column under "recent feedback."

As an online course you can expect email response to questions from the instructor within 48 hours. You may also call during my posted office hours. If I am going to be out due to ill health, attending a conference, etc., I will notify you using email and the announcements page on Canvas. There is a communication tools file in the start here portion of the website. This will provide you with all of the instructors contact information.

Please check Canvas announcements frequently for general communication about assignments and other feedback or class wide concerns. I generally try to make a class announcement every Monday morning to provide you with feedback on assignments, upcoming due dates, and bonus point opportunities. You will be able to see upcoming due dates on the right hand column of the screen in Canvas. Also, if you click the "view course stream" you will be able to see announcements, assignment notifications, and discussions added to the course since your last login.

Time Management:

Each semester credit hour at U. T. Permian Basin represents a commitment on an average of three hours of "out of class" preparation and one hour of class attendance (or its equivalent) per week. For example, enrolling in a three semester credit hour class commits the student to a total of twelve hours of work per week.

Students who are employed or who have family responsibilities are especially encouraged to bear this commitment in mind and to seek guidance from their academic advisors in determining a suitable academic schedule.

Time management is a critical skill for your success as a graduate student. If you wait until the last and have mapped out two hours the night before an assignment is due, you will most likely not be able to complete it on time…at least not with the quality I am looking for in your work.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.

- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately. There will be a 5 point deduction for each day an assignment is late. Discussion posts will not be accepted passed the due date. Students will not be allowed to make corrections. Extensions will be provided only to individuals who provide sufficient evidence of need (doctors note, etc.) 24 hours in advance of the deadline.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

> **ADA Officer for Students**: Mr. Paul Leverington
> **Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762
> **Voice Telephone:** 432-552-4696
> **Email:** ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

Students must be able to use a word processor, have a YouTube account, save and submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by:

- Submitting (1) a clear image of yourself in color, in a well-lit room with no shadows on your face. Your photo should be taken during the day and reflect your current appearance. You should directly face the camera and have a neutral facial expression; (2) a picture of your ID (can be your UTPB ID or government issued ID) with only your name and picture showing.

  Make sure to attach both image files in either JPEG or PNG format to the assignment before you submit it.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630

SERVICE	CONTACT
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule *(This schedule contains schedule for 6394 and 6386. These courses build on one another. We will begin in 6394 then move to 6386.)*

DATE	Topics	Assignments
Week of May 26	Introduction to course: student introductions, Special Education Assessment, Intellectual Performance,	- Discussion-Student introductions online - Read Chapter 1 and Chapter 7: - Quiz #1: Chapter 1 Special Education Assessment - Quiz #2: Chapter 7 Intellectual Performance - Begin locating test subjects for you to administer assessments
Week of June 1 **Meet face to face on June 5- Microsoft Office Virtual Team Meeting 1:00-4:00**	Basal and Ceiling Rules Calculating Raw Scores Overview of subtest of Woodcock Johnson IV Cognitive Assessment Administration Manual- WJ IV	- Read pages 1-13 WJ IV Test of Cognitive Abilities Training workbook, - Finalize test subjects/persons - Reading
Week of June 8 **Meet face to face on June 12**	Administering WJ IV subtest - How to organize it, - scoring,	- Chapter 3 in the WJ IV Cog Administration Manual (pp. 27-55) ☐ Breakout groups- interpreting WJ IV Cog
Week of June 15 (no face to face meeting this week) **Field Week**	Administer 2 Cognitive assessments	- Administer WJ IV Tests of Cognitive Assessment - complete protocol and - prepare for class discussion. - Complete self-reflection, test narrative, and video upload of cognitive assessment and submit online

DATE	Topics	Assignments
Week of June 22 **Meet face to face June 26**	Interpretations of Cognitive Assessment • Test Narratives Interpretations Chapter 4: Essentials of WJ IV Cognitive Abilities subtest Introduction of Achievement Testing: WJ IV Tests of Achievements	• Administer WJ Tests, complete protocol and prepare for class discussion. • Complete self-reflection of cognitive assessment: submit online • Read pgs 1-13 Training Workbook for WJ IV Test of Achievement • Read Chapter 11 Academic Achievement in *Assessing Special Education Students* • Quiz 5: Training Workbook WJ IV Tests of Achievement • Quiz 6: Chapter 11 Academic Achievement in *Assessing Special Education Students*
Week of June 29 **Field Week**	Administer First WJ IV Test of Achievements and begin second administration	• Achievement Assessment, complete Cognitive Assessment
Week of July 6 **Meet face to face on July 10**	Review protocols from achievement assessment Interpret Achievement Assessment • determine strengths and weaknesses	• Interpreting Achievement data • Interpreting Assessments to drive recommendations
Week of July 13 **Meet Face to Face on July 17**	Course wrap up	• FINAL EXAM - Complete a written report interpreting assessment data
July 29	Submit final online (Final Report)	