SPED 547 Cognitive Assessment
(4 Semester Credit Hours)

Professor: Elaine Beason, Ed.D.
Professor of Special Education
E-mail elaine.beason@tamut.edu
Office: STEM 309A
Phone: 903/223-3035

Prerequisites: SPED 549 and Statistics Class

COURSE DESCRIPTION
This course is designed to provide students with experiences necessary to develop
competent skills in individual cognitive assessment for children, adolescents, and
adults. Specific emphasis is on the administration and interpretation of formal
standardized instruments for school-age individuals.

STUDENT OUTCOMES
1. Students will have a broad overview of the theoretical basis of intelligence
   assessment.
2. Students will have knowledge of ethical practices in the process of intelligence
   assessment, observation, and interpretation.
3. Students will have knowledge of legal practices including accommodations for
diverse students in the process of intelligence assessment, observation, and
   interpretation.
4. Students will have skills in the administration and interpretation of scores of the
   Wechsler Tests of Intelligence (WPPSI-III, WAIS-IV, WISC-IV).
5. Students will have skills in the administration and interpretation of the
   Woodcock Johnson-III Cognitive Battery.
6. Students will have skills in the administration and interpretation of non-verbal
   intelligence tests.
7. Students will have skills in report writing of assessment, observation,
interpretation, and recommendation results for individual students including students with disabilities.

REQUIRED TEXTS

Highly Recommended:

INSTRUCTIONAL DESIGN

SPED 547 is based on Texas State Administrative Code for Standards for Educational Diagnosticians

Educational Diagnostician Standard I
The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

Educational Diagnostician Standard II
The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.

Educational Diagnostician Standard III
The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.

Educational Diagnostician Standard IV
The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.

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Educational Diagnostician Standard V
The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Educational Diagnostician Standard VI
The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.

Educational Diagnostician Standard VII
The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning and instruction.

Educational Diagnostician Standard VIII
The educational diagnostician knows and demonstrates skills necessary for scheduling, time management and organization.

Educational Diagnostician Standard IX
The educational diagnostician addresses students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies.

Educational Diagnostician Standard X
The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

SPED 547 is a full web-based course, carefully designed to combine traditional techniques such as lecture, in-class activities and discussions as needed to support Blackboard on-line content.

SPED 547 is a performance based course in which students demonstrate their competencies through authentic field-based projects as well as individual demonstration of competency in the administration of standardized instruments.

We will meet for the following dates for SPED 547 as needed:
8/26, 9/9, 9/23, 11/4, 11/18
STUDENT ASSESSMENT
Each student will be assessed and evaluated using:

1. **Administration, Scoring and Report Writing:** Each student will be responsible for the administration and scoring of **sixteen** administrations of four different instruments. Tests may be electronically scored (Compuscore) or by hand. However, protocols must be completed in their entirety.

2. Each student will write **four case study reports** that report and interpret scores and then make recommendations for instructional planning. The synthesis, interpretations and recommendations must be original study work (i.e. NOT copied from the Compuscore report or any other electronic sources). All reports will follow the provided report guidelines. A hardcopy report, test protocol and CompuScore report will be turned in together in a pocket folder that has been appropriately labeled as well as written reports submitted on Blackboard and Turnitin.com for originality check.

3. **Demonstration-based administrations:** Each student will be observed individually administering each of the three Wechsler instruments and one WJ-III instrument. Evaluation will be based on written performance criteria organized in a scoring rubric. These observations may be submitted in video format.

4. **Examinations:** There will be no quizzes or exams of material covered in lecture, class activities and readings. If it is evident to the Professor that students are not progressing through the textbook readings, administration of cognitive assessment instruments, and writing of reports, the Professor reserves the right to impose quizzes and/or exam.

The administration of tests will be completed on eight individuals as follows:

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Test Instruments to Be Administered &amp; Reports Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>WPPSI-III and WJ-III Cognitive Standard</td>
</tr>
<tr>
<td>Student</td>
<td>WPPSI-III and CTONI or other non-verbal</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>#2</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #3</td>
<td>WPPSI-III and WJ-III Cognitive Standard &amp; Extended</td>
</tr>
<tr>
<td>Student #4</td>
<td>WISC-IV and WJ-III Cognitive Standard</td>
</tr>
<tr>
<td>Student #5</td>
<td>WISC-IV and CTONI or other non-verbal assessment</td>
</tr>
<tr>
<td>Student #6</td>
<td>WISC-IV and WJ-III Cognitive Standard &amp; Extended</td>
</tr>
<tr>
<td>Student #7</td>
<td>WAIS-III and WJ-III Cognitive-Standard</td>
</tr>
<tr>
<td>Student #8</td>
<td>WAIS-III and CTONI or other non-verbal assessment</td>
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**GRADING**

- This course offers a variety of learning opportunities to students to enhance the development of core knowledge, administration skills, the ability to interpret assessment results and link assessment to instruction. Points will be earned based on the quality of the performance demonstration.

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Discussion Board Forum</td>
<td>100</td>
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<tr>
<td>2 posts and 2 replies x 50 points each</td>
<td></td>
</tr>
<tr>
<td>Field Assessments 50 points x 16 =</td>
<td>800</td>
</tr>
<tr>
<td>Interpretative Reports 100 points x 4 =</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>1200</td>
</tr>
</tbody>
</table>

- Final course grade will be based on averages of evaluation components
formulated into a final course average. Grades will be posted on Blackboard as soon as they are available. Course grade will be assigned based on the following scale:

COURSE REQUIREMENTS

Students will complete sixteen practice administrations of the intelligence assessments and four professionally written reports as outlined in the report guidelines on the Blackboard. There are textbooks for each of the intelligence instruments studied in this course and students are responsible for reading and understanding the content in these texts. Students must demonstrate their competency for test administration in front of Dr. Beason or by video submission for each of the three Wechsler instruments and the Woodcock Johnson Cognitive Battery.

- Students will be allowed to check-out the assessment instruments from the university library. When we meet we will decide on an equitable manner to provide access for everyone who needs to check out these instruments.
- Protocols for the various instruments will be provided to you at no additional cost.
- All written reports must be typed, organized and written using the provided template or project report guidelines and submitted by the due date. Late work will be penalized by 10 possible points for each 24 hours late.
- All written reports will be submitted online to: (1) Blackboard Assignment Space and (2) Turnitin.com. In the event work is not submitted to turnitin.com for an originality check, any points earned for that work will revert to a zero (0).

GENERAL COURSE POLICIES

1. Attend all required class sessions and actively participate in class. Being late or leaving class 30 minutes or more early will be considered an absence.

   If a student misses a class, as an adult learner, the student is responsible for all that was missed. They are responsible for independently seeking material addressed in class and obtaining notes from a peer.

2. Conduct yourself in a professional ethical manner based on professional standards

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especially while learning to administer assessment instruments with children.

3. Demonstrate effective time and material organizations skills by meeting deadlines, returning checked-out materials, and generally being organized and prepared for class.

- Understand you are responsible for all course announcements made in class or posted on the course website.
- Submit all written reports two places online to:
  - (1) Blackboard, Assignment Folder within Learning Module as an attachment and
  - (2) Turnitin.com for originality check. In the event work is not submitted to turnitin.com for an originality check, any earned points will be deducted from the earned points for that piece of work resulting in a zero for that assignment. You just have to do your own creations. Do not copy! All grading and posting of grades will be within Blackboard.
- When corresponding with others through Blackboard, it is important that you do so with courtesy and respect. Avoid personal attacks, offensive remarks, and emotional appeals. It is a good rule of thumb to avoid using ALL CAPS, since people may not understand the meaning that you had in mind when you typed your words. Use appropriate and professional Netiquette Rules: http://www.education.com/reference/article/netiquette-rules-behavior-internet/. Take the Netiquette Quiz. http://www.proprofs.com/quiz-school/story.php?title=NTk3Njgx.
- Log-on to Blackboard daily to check for announcements, reminders, and any changes in course requirements, due dates/time, and other course-related information. It is each student’s responsibility to keep informed and communicate with the professor throughout the semester.
- You are required to do your own work. DO NOT PLAGERIZE PREVIOUS STUDENTS' WRITTEN WORK or work on the internet. Reference and cite publish work that you may need to use to make a points.

UNIVERSITY POLICIES

I. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by
II. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

III. **A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

IV. **Drop Policy:** Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar’s Office in order to be officially dropped/withdrawn from their course(s). Those students who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar website.

<table>
<thead>
<tr>
<th>Drop/Withdraw deadlines for the Fall 2014 Semester</th>
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<tbody>
<tr>
<td><strong>Session</strong></td>
</tr>
<tr>
<td>Fall 2014</td>
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</tbody>
</table>

V. **Class Participation:** Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

VI. **Student Technical Assistance:**

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• Solutions to common problems and FAQ’s for your web-enhanced and web courses are found at this link:
  [http://www.tamut.edu/Training/Student%20Training/index.html](http://www.tamut.edu/Training/Student%20Training/index.html)

• If you cannot find your resolution there, you can send in a support request detailing your specific problem here:
  [http://www.tamut.edu/techde/support.htm](http://www.tamut.edu/techde/support.htm)

• BLACKBOARD Helpdesk contacts (office hours are: **Monday - Friday, 8:00a to 5:00p**)

  Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)
  Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)
  Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)

**VII. Technical Requirements:**

**Minimum Windows PC Requirements:**

• Pentium IV 1.5GHz+ (preferred: Core Duo)
• 1 GB RAM minimum (preferred: 2 GB)
• 128MB Video Card minimum - Sound Card is required for some courses
• 56K modem minimum (Cable or DSL required for some courses)
• Windows 2000, XP, Vista or 7
• Web browser (Internet Explorer 7.0+; Firefox 3.0+)
• Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

  BLACKBOARD has certified the following browsers for computers running Windows Operating Systems:

• Internet Explorer 8 or 9 (IE is not supported on Windows XP)
• Mozilla Firefox 3.6+
• Google Chrome

**Minimum Apple Macintosh Requirements:**

• Intel Core 2.0GHz+
• 1 GB RAM (preferred: 2 GB)
• 128MB Video Card minimum - Sound Card is required for some courses
• 56K modem minimum (Cable or DSL required for some courses)
• Web browser (Firefox 3.0+; Safari 3.0+)
• Microsoft Word, minimum Office 97

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Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave. Some online courses may also require a CD ROM (8x minimum, higher recommended)
BLACKBOARD has certified the following browsers for computers running Macintosh Operating Systems:
- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-O S and Android Devices
These devices are currently supported using the BLACKBOARD Mobile App, available for free from your App Store or scan the code below:

To access Texas A&M University - Texarkana, there is an individual license fee of $1.99 per year or $5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

REFERENCES


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