



## PSY 573 Intellectual Assessment I/ SPED 573 Principles of Cognitive Assessment

COURSE SYLLABUS: Spring 2024

### INSTRUCTOR INFORMATION

**Instructor:** Anabel V. Meyer, Ph.D., Assistant Professor

**Office Location:** Henderson 225

**Office Hours:** Tuesdays 12:00pm – 3:00pm online, Thursdays 2:00pm – 4:00pm at Mesquite, or by appointment. If you have any questions or difficulties with the course material, please contact me.

**Office Phone:** (903) 886-5940

**University Email Address:** [anabel.meyer@tamuc.edu](mailto:anabel.meyer@tamuc.edu)

**Preferred Form of Communication:** University email

**Communication Response Time:** 24-48 hours during business days

### COURSE INFORMATION Class

**Meeting Time & Location:**

**Thursdays 4:30pm - 7:10pm at Mesquite Metroplex Center, Room TBD**

#### **Materials Required:**

- Clip board
- Pencils with and without an eraser
- Black or Blue pen
- Stopwatch that does not beep (you can use your phone)

#### **Textbook(s) Required:**

1. Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment*. Hoboken, NJ: Wiley & Sons, Inc. **(SCHOOL PSYCH & DIAG STUDENTS)**
2. Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment with CD Rom, 3rd Ed.* Hoboken, NJ: Wiley & Sons, Inc. **\*This can be a used edition and you do not need a copy with the disc.\* (AVAILABLE ONLINE)**
3. Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. & Kaufman, N. L. (2005). *Essentials of KABC-II Assessment*. Wiley & Sons, Inc.
4. Lichtenberger, E., & Kaufman, A. (2013). *Essentials of WAIS-IV assessment, 2<sup>nd</sup> Ed.* Wiley. **(CLINICAL/APPLIED STUDENTS)**
5. Lichtenberger, E., Mather, N., Kaufman, N., & Kaufman, A. (2012). *Essentials of Assessment Report Writing, 2<sup>nd</sup> Ed.* Wiley & Sons, Inc. **(AVAILABLE ONLINE)**
6. Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ -IV Cognitive Abilities Assessment*. Wiley & Sons, Inc. ISBN-13: 9781119163367 **(AVAILABLE ONLINE)**
7. Zuckerman, E. (2019). *Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports, 8<sup>th</sup> Edition*. Guilford Press. **(AVAILABLE ONLINE OR FREE DOWNLOAD)**

**Other Required Article Readings:** Texas A&M University-Commerce's Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at <http://www.tamuc.edu/library/>

Barber, N. (2004). Educational and ecological correlates of IQ: A cross national investigation. *Intelligence*, 33, 273-284.

Cormier, D. C., Wang, K., & Kennedy, K. (2016). The linguistic demands of the oral directions for administering the WISC-IV and WISC-V. *Canadian Journal of School Psychology*, 31, 290- 304. doi: 10.1177/0829573516643314

Dickens, W., & Flynn, J. (2006). Black Americans reduce the racial IQ gap: Evidence from standardization samples. *Psychological Science*, 17, 913-920.

Dickens, W., & Flynn, J. (2006). Common Ground and Differences. *Psychological Science*, 17,923- 924.

Edwards, O. (2006). Special education disproportionality and the influence of intelligence test selection. *Journal of Intellectual & Developmental Disability*, 31, 246–248

Fagan, J., & Holland, C. (2002). Equal opportunity and racial differences in IQ. *Intelligence*, 30, 361-387.

Farrell, M., & Phelps, L. (2000). A comparison of the Leiter-R and the Universal Nonverbal Intelligence Test (UNIT) with children classified as language impaired. *Journal of Psychoeducational Assessment*, 18, 268–274.

Floyd, R., Clark, M., & Shadish, W. (2009). The Exchangeability of IQs: Implications for Professional Psychology. *Professional Psychology Research and Practice*, 39, 414-423.

Hale, J., & Fiorello, C. (November 2002). Beyond the Academic Rhetoric of g: Intelligence Testing Guidelines for Practitioners. *Communiqué*, 30, Issues 2&3.

Luria, S. (2016). Creativity in gifted identification: increasing accuracy and diversity. *Annals of the New York Academy of Sciences*, 1, 44-52. doi: 10.1111/nyas.13136

Mastoras, S. M., Climie, E. A., McCrimmon, A. W., & Schwean, V. L. (2011). A C.L.E.A.R. approach to report writing: A framework for improving the efficacy of psychoeducational reports. *Canadian Journal of School Psychology*, 26, 127-147. doi: 10.1177/0829573511409722

McGill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW. *Learning Disability Quarterly*, 39(3), 159-170. doi: 10.1177/0731948715618504

Michaels, M. H. (2006). Ethical considerations in writing psychological assessment reports. *Journal of Clinical Psychology*, 62, 47-58. doi: 10.1002/jclp.20199

Pelco, L., Ward, S., Coleman, L., Young, J. (2009). Teacher ratings of three psychological report styles. *Training and Education in Professional Psychology*, 3, 19-27.

Proctor, S., Graves, Jr., S., & Esch, R. (2012). Assessing African American students for specific learning disabilities: The promises and perils of response to intervention. *Journal of Negro Education*, 81, 268-282.

doi:10.7709/jnegroeducation.81.3.0268

Reed, M., & McCallum, R.S. (1995). Construct validity of the Universal Nonverbal Intelligence Test (UNIT). *Psychology in the Schools, 32*, 277–290.

Rushton, J.P., & Jensen, A.R. (2006). The totality of available evidence shows the race IQ gap still remains. *Psychological Science, 17*, 921–922.

Scanlon, D. (2013). Specific learning disability and its newest definition: Which is comprehensive? And which is insufficient? *Journal of Learning Disabilities, 46*, 26-33. doi: 10.1177/0022219412464342

Scheiber, C. (2016). Does the KABC-II display ethnic bias in the prediction of reading, math, and writing in elementary through high school? *Assessment, 6*, 729-745. doi: 10.1177/1073191115624545

Silverman, W., Mizejeski, C., Ryan, R., Zigman, W., Krinsky-McHale, S., & Urv, T. (2010). StanfordBinet and WAIS IQ differences and their implications for adults with intellectual disability (aka mental retardation), *Intelligence, 38*, 242-248.

Wiener, J. & Costaris, L. (2012). Teaching psychological report writing: Content and process. *Canadian Journal of School Psychology, 27*, 119-135. doi: 10.1177/0829573511418484

Young, E.L., & Assing, R. (2000). Review of the Universal Nonverbal Intelligence Test. *Journal of Psychoeducational Assessment, 18*, 280–288.

Zirkel, P. A. (2013). The trend in SLD enrollments and the role of RTI. *Journal of Learning Disabilities, 46*, 473-479. doi: 10.1177/0022219413495297

Zhou, Z. (2018). Psychological assessment with Chinese Americans: Concerns and recommendations. *Psychology in the Schools, 55*, 1121-1132. doi: 10.1002/pits.22162

## COURSE DESCRIPTION

**Course Catalog Description:** The purpose of this course is to attain knowledge of cognitive functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessment instruments (e.g., KABC-II, WISC-V/WAIS-IV, & WJ-IV COG) in the context of recent cognitive theories and research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross- Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures. Prerequisites: Prior enrollment in PSY/SPED 572 or consent of instructor.

### Links to NASP Model 10 Domains of Practice

**Domain 1: Data-Based Decision Making & Accountability:** You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills:** You will gain 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 5: School-Wide Practices to Promote Learning:** You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

**Domain 8: Diversity in Development and Learning:** You will gain 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 10: Legal, Ethical, and Professional Practice:** You will gain 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.

### **Student Learning Outcomes**

This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments. The objectives in this course are to develop student competency in:

- Establishing and maintaining rapport with children and adolescents
- Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
- Scoring test protocols
- Interpreting test findings
- Writing reports

### **COURSE REQUIREMENTS**

#### **Class Format**

This course will consist of lecture, discussion groups, small group work, simulations, role- playing, and other active learning exercises if time permits. **Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to actively participate in the learning process.**

There is a **high amount of testing** (administration of various cognitive assessments) required for this course. **Students are responsible for finding participants to test to fulfill requirements for this course.** It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test your own children or family members. **However, I caution you to choose wisely because in your professional role as you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.**

- **School Psychology and Diagnostician** students will need to test **THREE** children during this course.
- **Applied/Clinical** students are required to test **ONE** child.

Thus, I recommend that you find these children early, and schedule assessment times with them as soon as you can. **Do not wait until the last minute to complete an assessment.** Parental consent forms must be completed before testing can occur, even if you are testing your own children. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be

accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psychological report).

### **Course Activities & Assignments**

#### **1. Class Attendance/Participation: (50 points)**

Discussion, presentations, and simulations (if time allows) require your active attendance and participation. Attendance is critical for success in this course, as is coming to classes prepared. You are expected to complete the readings scheduled for each class and to come to class prepared to discuss them. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions, and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, **only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse, and this must be confirmed and approved.** Do not assume absences will be automatically excused. Do not ask me for a link to attend class virtually if you cannot attend an in-person class. Also, weekly quizzes, activities, presentations, simulations, and discussion questions may be given, and your active participation in them will count towards your participation grade. For any online synchronous classes, you must have your camera turned on and actively participate to get credit for attendance.

Absences should be minimized as an excessive number of absences, whether excused or unexcused, could result in an incomplete grade for this class. Unexcused or excessive absences will result in loss of that class's attendance, participation, and activity points. After the first occurrence of arriving late to class, each subsequent occurrence will result in losing half of that class's points and being more than 15 minutes late will result in losing all points for that class, but any points for activities that were completed will be retained. (See more information regarding attendance below).

#### **2. Cognitive Assessment Statement: (50 points)**

Prepare a one-page summary about what cognitive assessment means to you. In your own words define and state the purpose of cognitive assessment. What experiences, if any, do you have with cognitive assessment? In your view, how does cognitive assessment vary from other types of assessments? What do you believe to be the pros and cons of such an assessment? Finally, what do you hope to learn from this class?

#### **3. Protocol Reviews: (2 @ 50 points each = 100 points)**

Students will review 2 protocols provided by instructor and need to score/find errors. If errors are found, student will provide details about the error, why it constitutes an error, and how it should be corrected and/or modified.

#### **4. Protocols and Reports: (600 points)**

Standardized testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy to ensure valid results while simultaneously interacting with and observing the examinee's behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. Students are responsible for obtaining volunteer subjects to test.

Students are required to complete 2 peer protocols, 3 protocols with a K-12 student/volunteer for a total of 5 administrations. Additionally, there is 1 report per K-12 student/volunteer protocol for a total of 3

reports. Completing protocols properly is of essential importance as a school psychologist, diagnostician, and clinician. Do not rush. Give yourself time. Triple check for accuracy. Do **NOT** use real names, rather use first and last initial or pseudonyms on all reports and protocols.

**All protocols, record forms, consent forms, strength/deficit forms, and flash drives must be turned in at the beginning of class in the student's folder to receive full credit.** If any of the aforementioned documents are missing, 2 points per day will be deducted from the total assignment grade.

### **Protocols**

Students are required to turn in their protocols with each report and consent forms for protocols with a K-12 student. If consent forms are not submitted with the protocols a grade of **ZERO** will be given. NO EXCEPTIONS. Students are also required to turn in the completed strength/deficit form with each protocol. Students are responsible for keeping up with their protocols. Extra protocols will NOT be provided. **The rubric for reports will be uploaded to D2L. Scoring is extremely strict due to the importance of accuracy.**

WISC-V/WAIS-IV test administrations will consist of the 10 core subtests. WJ-IV test administrations will consist of the 14 extended cognitive battery subtests.

### ***SSP & Diagnostician Students***

*Wechsler Intelligence Scale for Children 5 Edition: (375 points)*

- WISC-V protocol with peer (50 points) & brief reflection (25 points)
- WISC-V protocol (50 points) & report with a student (provide consent form) (100 points)
- WISC-V protocol (50 points) & report with a student (provide consent form) (100 points)
- *Woodcock-Johnson IV Cognitive Assessment (225 points)*
- WJ-IV COG protocol with peer (50 points) & brief reflection (25 points)
- WJ-IV COG protocol (50 points) & report with a student (provide consent form) (100 points)

### ***Applied/Clinical Students***

*Wechsler Adult Intelligence Scale | Fourth Edition (375 points)*

- WAIS-IV protocol with peer (50 points) & brief reflection (25 points)
- WAIS-IV protocol (50 points) & report with a volunteer (provide consent form) (100 points)
- WAIS-IV protocol (50 points) & report with a volunteer (provide consent form) (100 points)

*Woodcock-Johnson IV Cognitive Assessment (225 points)*

- WJ-IV COG protocol with peer (50 points) & brief reflection (25 points)
- WJ-IV COG protocol (50 points) & report with a student (provide consent form) (100 points)

### **Reports**

All reports must be uploaded to D2L under the specified assignment as a Word document in 12- point font (examples will be given). Reports should include the five sections mentioned below and will be graded based on the instructor's clinical judgement. Be sure to use all of your resources when writing your reports. You must use a different student/volunteer for each report.

### **Guidelines for Writing Psychological Reports.**

Each written report will contain the following sections:

1. Brief background Information
2. Behavioral Observations
3. Test Results and Interpretation
4. Summary
5. Recommendations
6. Appendix: Tabled Test Scores

### 5. Video Administration (100 points)

Students are required to record their third administration of the WISC-V (SSP and Diags) or either the WAIS or WJ (Applied/Clinical) using: iPhone, laptop, or another digital format, so that it can be shared with the professor via DropBox or YouTube. Students can also put their recordings on a flash drive that they DO NOT NEED BACK as an alternative option.

### 6. XBA Assignment (100 points)

- Watch a webinar on XBA. After you watch the webinar, you will write a minimum of one page in reflection to the webinar regarding information you learned, information you still have questions about, etc. Please use appropriate APA citation usage in your writing.
- Look at a profile of scores completed in the XBA software to determine if the given profile would qualify for SLD. Write a brief report to explain the results from the XBA report and the implications of these results. Please write a minimum of one page. Use the Texas Legal Framework and other relevant documents to support your writing for this portion of the assignment.

### **Guidelines for Written Work**

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

### **Assignment Points Possible:**

Assignments	Points
Class Attendance/Participation	50
Cognitive Assessment Statement	50
Protocol Reviews	100
Protocols and Reports	600
Video Administration	100
XBA Assignment	100
<b>Total Points</b>	<b>1000</b>

A = 90%-100% (900-1000 points)

B = 80%-89% (800-899 points)

C = 70%-79% (700-799 points)

D = 60%-69% (600-699 points)

F = 59% or Below (less than 599 points)

### **Assessment Directions:**

All testing instruments/materials must be checked out.

Please become familiar with the instruments before use during a testing session. **This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time.** Please keep in mind that the assessment instruments are **VERY** expensive, and **YOU** will be responsible for them while they are checked out under your name. **DO NOT** leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests.

**Again, all students are required to find their own examinees. Also, please be aware that finding participants can take longer than expected so please start early.** Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments. Feel free to check out equipment to better learn the materials and begin testing as soon as you are comfortable.

Due to the limited number of testing equipment, we may have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. I will set up a checkout list for me to keep up with who has what kits, so we can help arrange for sharing. If you have access to a current diagnostician, you might be able to “borrow” theirs to allow for more practice time without as many time constraints.

#### OTHER THINGS TO REMEMBER

- Do not wait until the last minute to complete an assessment.
- Parental consent forms must be completed before testing can occur, even if you are testing your own children or an adult. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). **A permission form will be posted in D2L.**
- You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed.
- In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations, as practice, in your psychological report).

### TECHNOLOGY REQUIREMENTS

#### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### ACCESS AND NAVIGATION



You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### *Technical Support*

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

**Professional Conduct.** Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

**E-mail and myLEOonline (D2L Brightspace).** All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

**Late Assignments:** Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

## Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advanced.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. For this course, such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. 13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Drop Policy.** Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of "F." Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

### Academic Integrity

All students are expected to conform to the Texas A&M University- Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group

projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession

of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## COURSE OUTLINE / CALENDAR

### Spring 2024 Course Schedule PSY/SPED 573 (Subject to Change)

Week	Date	Topic	Readings	Assignment Due
1	February 1	<ul style="list-style-type: none"> <li>Greetings and introductions Review</li> <li>syllabus and course requirements</li> <li>Administering tests to children (Building Rapport)</li> <li>ABC's of Assessment and report writing</li> </ul>	<ul style="list-style-type: none"> <li>Essentials of Report Writing 2<sup>nd</sup> Edition – Chapter 1 &amp; 4</li> <li>Readings on D2L</li> </ul>	
2	February 8	<ul style="list-style-type: none"> <li>Report Writing</li> <li>Ethical &amp; Multicultural Issues in Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Essentials of Report Writing 2<sup>nd</sup> Edition – Chapter 1 &amp; 4</li> <li>Readings on D2L</li> </ul>	Cognitive Assessment Statement due February 7 <sup>th</sup> by 11:55pm
3	February 15	NASP NOLA – NO CLASS		

<b>4</b>	February 22	<ul style="list-style-type: none"> <li>Intelligence Research &amp; Theory CHC</li> <li>Theory</li> <li>Cross-Battery Overview</li> <li>Brief Validity/Reliability Overview</li> </ul>	<ul style="list-style-type: none"> <li>Cross Battery Assessment: Ch. 1, 2, Appendix A – C</li> <li>Readings on D2L</li> </ul>	
<b>5</b>	February 29	<ul style="list-style-type: none"> <li>WISC-V/WAIS-IV</li> </ul> <p>In class practice</p>	<ul style="list-style-type: none"> <li>WISC-V: Chapters 1-3</li> <li>WAIS-IV Chapters 1-3</li> </ul>	
<b>6</b>	March 7	<ul style="list-style-type: none"> <li>WISC-V/WAIS-IV Continued</li> </ul> <p>In class practice with peer</p>	<ul style="list-style-type: none"> <li>WISC-V: Chapters 4-5</li> <li>WAIS-IV Chapters 4-5</li> </ul>	WISC-V/WAIS-IV Protocol Review
<b>7</b>	March 14	<b>SPRING BREAK – NO CLASS</b>		
<b>8</b>	March 21	<ul style="list-style-type: none"> <li>Woodcock-Johnson IV</li> </ul>	<ul style="list-style-type: none"> <li>WJ-IV: Chapters 1, 2, &amp; 3</li> </ul>	-WISC-V/WAIS-IV Peer Protocol & Reflection
<b>9</b>	March 28	<ul style="list-style-type: none"> <li>WJ-IV Continued</li> <li>WJ-IV with peer</li> </ul>	<ul style="list-style-type: none"> <li>WJ-IV: Chapters 4, 5, &amp; Appendix</li> </ul>	-WJ-IV Cog Protocol Review
<b>10</b>	April 4	<ul style="list-style-type: none"> <li>Task Demand &amp; Recommendations</li> <li>Test Selection</li> <li>Recommendations &amp; g's</li> </ul>	<ul style="list-style-type: none"> <li>Readings posted on D2L</li> </ul>	-WISC-V/WAIS-IV Student/Volunteer Protocol & Report #1
<b>11</b>	April 11	<ul style="list-style-type: none"> <li>KABC-II</li> <li>Intellectual Disabilities</li> <li>Specific Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>KABC-II Chapters 1-5</li> <li>Readings posted on D2L</li> </ul>	-WISC-V/WAIS-IV Student/Volunteer Protocol & Report #2 - Video Administration due by 4/11 at 11:55pm
<b>12</b>	April 18	<ul style="list-style-type: none"> <li>Nonverbal Assessment</li> <li>UNIT /WNV</li> </ul>	<ul style="list-style-type: none"> <li>Readings posted on D2L</li> </ul>	-WJ-IV COG Peer Protocol & Reflection
<b>13</b>	April 25	<ul style="list-style-type: none"> <li>Cross-Battery Assessment</li> <li>DEMO XBASS</li> <li>In class XBA Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Cross Battery Assessment Chapters 3, 4, 6</li> </ul>	

<b>14</b>	May 2	<ul style="list-style-type: none"><li>• Early Childhood Assessment</li><li>• WPPSI</li><li>• DAS II</li></ul>	<ul style="list-style-type: none"><li>• Readings posted on D2L</li></ul>	-WJ-IV COG Protocol & Report with Student
<b>15</b>	May 9 – No Class			XBA Assignment – Due 05/07/24 by 11:55pm