

**Human Services**  
**EPS 544-020 Individual Intelligence Testing**  
**Fall 2019**

**Instructor:** Nina Ellis-Hervey Ph.D., L.P., L.S.S.P., N.C.S.P., C.P.C.  
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**Course Time & Location:** Human Services Room 319  
**Office Hours:** T 11:00 AM -1:00 PM  
W 10:00 AM -1:00 PM  
**(Or by Appointment)**  
**Credits:** 3 hours  
**E-mail:** [ellishernm@sfasu.edu](mailto:ellishernm@sfasu.edu)  
*(Please allow at least 24 hours for e-mail responses)*

**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.*

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**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 be immersed in the learning of interviewing, performing observations and functional behavioral assessments. Students will receive direct instruction and some supervised practice with measures of cognitive functioning as well as measures of academic achievement. These three measures of cognitive functioning will be the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) (7 kits total), Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) (4 kits total) and the Differential Ability Scale (DAS) Cognitive Scale/Mullen Scales of Early learning (1 kit total). (The WISC-III will also be reviewed along with the WISC-V). The two measures of achievement will be the Woodcock Johnson-Fourth Edition (WJ-IV) (6 kits total) and the Wechsler Individual Achievement Test-Third Edition (WIAT-III) (5 kits total). In addition students will learn the basics of assessment such as interviewing and collecting assessment data.

This course will also address historical perspectives, psychometric issues, current social/legal controversies, theories, and skills related to 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 senior students working in the School Psychology Assessment Center. 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.

### **ZOOM Program Admission:**

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 544, 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:**

**This course reflects the following core values of the College of Education:**

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

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

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

For Educational Diagnosticians:

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

17. The student knows and understands the characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities; Standard V, 1A
18. The student knows and understands the educational implications of various disabilities; Standard V, 1B
19. The student knows and understands the variation in ability exhibited by individuals with particular types of disabilities. Standard V, 1C
20. The student is able to access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities; Standard V, 2A
21. The student is able to gather background information regarding the academic, medical, and family history of individuals with disabilities. Standard V, 2B
22. The student is able to use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need. Standard V, 2C
23. g) 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) interpret and use assessment and evaluation data for instructional planning; and
- (B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

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**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 (Student Learning Objectives):**

**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. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.*

**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 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 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, except when testing 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 for this course.

Immediate family members cannot be used for reports. All information obtained from tests used for this class is considered invalid. No use of this information for clinical purposes should be made. **To use information obtained by an unqualified examiner is unethical.**

**Exceptions can be made if the student is fully certified or licensed by an appropriate credentialing agency. The course instructor should be informed if the credentialed student wishes to use test information for clinical purposes and the student must provide evidence of the student's appropriate credentials. The course instructor will be the final determiner if the credential is satisfactory for the purposes of this class.**

**All testing materials must be signed out before they can be utilized. Many of these materials are very expensive and are essential to the teaching of the course. Students checking out materials will be held financially responsible for lost or stolen kits or replacing missing pieces.**

**Test kits are to be checked out of the School Psychology Assessment Center with my Graduate Assistants. They will take care of helping you check out test kits and get you the proper assessment protocols. YOU are responsible for coordinating with them to get proper materials in a timely fashion. Their e-mails are:**

<b>Juliet Aura</b>	aurajw@jacks.sfasu.edu
<b>Devin Bridges</b>	bridgesdm@jacks.sfasu.edu

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/Graduate Assistants if test materials have been lost or damaged.** Further information about checking out materials will be forthcoming.

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, social/emotional/behavioral assessment, test of adaptive behavior, and an achievement test. Achievement test data can be collected by administering the Woodcock-Johnson-IV Assessment 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. **A request for assistance will be provided from you to carry throughout your assessment.** The child could be referred for an assessment to determine the need for special education services due to a learning disability, intellectual disability, 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 assessments.

\*Note: The assessments should be administered to a fellow graduate student (or a chosen and approved testing subject). The completed protocols must be turned in by the dates listed below. They will be reviewed for accuracy, graded and returned. The protocols/assignments are due on the dates listed below. They will be worth a maximum of 40 points each. A maximum of 240 points can be earned from test protocol/assignment completion. Late protocols/assignments will be penalized 5 points per day each day they are late. All protocols/assignments must be turned in as a part of the class requirements. Missing protocols/assignments will automatically be factored into the final grade as a zero.

Based on the selected protocols/assignments, one report will be written. A report based on results from either a WJ-IV Achievement or 1 WIAT-III Achievement Test battery (and other introduced assessments) 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. The reports will be reviewed by the instructor and will be worth a maximum of 60 points.

**\*\*\*All report pieces below will be uploaded to special folders on D2L under your Dropbox. All Protocols are to be left with my Graduate Assistants of myself for final scoring.\*\*\***

<b>Test/Assignment</b>	<b># to be administered</b>
Interview (for behavioral & academic difficulties)	1
Observations (observation forms and write-up)	3 (practice in class)
Social/Emotional/Behavioral Scales Write-Up	1 (Broad+Narrow Band)
Adaptive Behavior Scale Write-up	1
WJ-IV Cognitive/WJ-IV Achievement (should kit be available)	1 (1 of each)

#### **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, true and false or multiple-choice.

#### **Observation of Assessment of Cognitive & Achievement Testing/Interview:**

Students will be required to do a check out where they administer 2 randomly chosen subtests of the WJ-IV Cognitive and Achievement Assessments. Students will also do a brief (5 minute) introductory interview. Students will administer to their partner and will be scored by the course instructor and a senior supervising student. Students will also receive a score form providing areas of strengths and weaknesses so that they are able to prepare for their Charter School live case. This form will be provided before the observation (attached to this syllabi).

#### **Participation/Attendance:**



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, completing classroom assignments, turning objectives and reports in on time and completing the online evaluation. **Attendance will be taken for each class.** If you must miss class, there must be documentation and alert to you instructor supporting why. A maximum of 50 points can be earned. After each class missed with no proper notice 10 points will be reduced from the 50 points.

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

2 Exams <b>(Addresses Domains 1, 3, 8 &amp; 10)</b>	200 points
Test Protocols/Assignments <b>(Addresses Domains 1, 3, 8 &amp; 10)</b>	6 at 40 points=240 points
Final Report <b>(Addresses Domains 1, 3, 8 &amp; 10)</b>	60
Observation of Assessment of Cog/Ach <b>(Addresses Domains 1, 3, 8 &amp; 10)</b>	<u>P/F</u>
Participation/Attendance	50
<b>Total</b>	<b>550 points</b>
Possible Bonus Points	10 (5 points on each exam)

<b>Grade</b>	<b>Points Needed</b>
A	495-550
B	440-494
C	385-439
D	330-384
F	329 and below

**V. Tentative Course Outline/Calendar:**

August 27 (1)	Syllabus review Course Intro
September 3 (2)	Assessing Behaviors Interview Methods and General Considerations ***Pick a Partner***

	<p><b>Old Readings (Found on D2L): Sattler (2005) Chapter 1</b>  <b>New Reading: Sattler (2014) Chapter 1, 4, 5, 6 &amp; 7</b>  <b>*** Graduate Assistants will attend and briefly speak about checkout procedure and explain methods of communication***</b></p>
September 10 (3)	<p>Interviewing Children, Parents and Teachers and Families  Other Considerations Related to the Interview  ***How to write up an interview for a report***  <b>Request for Assistance Form given to you by professor</b>  <b>Old Readings (Found on D2L): Sattler (2005) Chapter 2 &amp; 3</b>  <b>New Reading: Sattler (2014) Chapter 5, 6 &amp; 7</b></p>
September 17 (4)	<p>Assessment of Behaviors w/ Observational Methods (P1)  <b>Old Readings (Found on D2L): Sattler (2005) Chapter 4</b>  <b>New Reading: Sattler (2014) Chapter 8</b></p>
September 24 (5)	<p>Assessment of Behaviors w/ Observational Methods (P2)  ***How to write up observational data for a report***  <b>Readings: Sattler (2005) Chapter 5</b>  <b>New Reading: Sattler (2014) Chapter 9</b></p>
October 1 (6)	<p>Assessment of Social, Emotional and Behavioral Competencies  Broadband vs. Narrowband Assessments  ----Examples of Tests Given----  <b>Interview write-up for report due</b>  <b>***How to write up a social/emotional/behavioral scale for a report***</b>  <b>Old Readings (Found on D2L): Sattler (2005) Chapter 6</b>  <b>New Reading: Sattler (2014) Chapter 10</b></p>
October 8 (7)	<p>Assessment of Adaptive Behavior  ----Examples of Tests Given---  Extra Reading: Assessment of Visual-Motor Perception and Motor Proficiency  <b>***How to write up an adaptive behavior scale for a report***</b>  <b>Old Readings (Found on D2L): Sattler (2005) Chapter 7 &amp; 8</b>  <b>New Reading: Sattler (2014) Chapter 2, 3 &amp; 11</b></p>
October 15 (8)	<p>Children with Special Needs  ADHD  Specific Learning Disabilities  <b>***Data Collection for Specific Disabilities***</b>  -Curriculum Based Assessment  -Curriculum Based Measurement  <b>***How to collect CBM***</b>  <b>Old Readings (Found on D2L): Sattler (2005) Chapter 10, 11 &amp; 12</b>  <b>New Reading: Sattler (2014) Chapter 15 &amp; 16</b>  <b>TEST REVIEW WILL BE RELEASED TODAY!</b></p>
October 22 (9)	<p><b>Library Day:</b>  <b>Spend this time writing reports, meeting with partner and finalizing the rapidly ending semester. However, ensure you are up to date on the readings below.</b></p> <p>Functional Behavioral Assessment  <b>***How to write up an FBA for a report***</b>  <b>***How to write up an adaptive behavior scale for a report***</b>  <b>Old Readings (Found on D2L): Sattler (2005) Chapter 9</b>  <b>New Reading: Sattler (2014) Chapter 13</b></p>

October 29 (10)	<b>Exam 1</b> <b>Social/Emotional/Behavioral Scale write-up due</b>
November 5 (11)	<b>Library Day:</b> <b>Spend this time writing reports, meeting with partner and finalizing the rapidly ending semester.</b> Starting the pieces to report writing <b>New Reading: Sattler (2014) Chapter 25</b>
November 12 (12)	<b>Cognitive/Achievement Testing (The BASICS)</b> Mental Retardation Giftedness <b>Old Readings (Found on D2L): Sattler (2005) Chapter 13 &amp; 14</b> <b>New Reading: Sattler (2014) Chapter 18 &amp; 19</b> Starting the pieces to report writing <b>New Reading: Sattler (2014) Chapter 25</b> <b>TEST REVIEW WILL BE RELEASED TODAY!</b> <b>Observation forms and write-up due</b>
November 19 (13)	<b>*Choose time slot for Observation of Assessment of Cognitive &amp; Achievement Testing/Interview*</b> Visual Impairments Hearing Impairments Autistic Disorder <b>Old Readings (Found on D2L): Sattler (2005) Chapter 15, 16 &amp; 17</b> <b>New Reading: Sattler (2014) Chapter 20, 21, 22</b> Brain Injuries: Theory and Rehabilitation Programs Brain Injuries: Formal Batteries and Informal Measures <b>New Reading: Sattler (2014) Chapter 22, 23 &amp; 24</b>  <b>***Get background check for working in schools for Spring semester. Current graduate assistants will assist!***</b> <b>Report Writing Review</b> <b>Writing Practice</b>
November 26 (14)	THANKSGIVING BREAK
December 3 (15)	<b>Adaptive Behavior Scale Write-up due</b>  <b>Final Exam</b>
December 10 (16)	<b>*Report for time slot for Observation of Assessment of Cognitive &amp; Achievement Testing/Interview*</b> <b>Reports Due</b> <b>All pieces completed due at this time (Turn in OLD and NEW parts)</b>

**\*\*\*All report pieces below will be uploaded to special folders on D2L under your Dropbox. All Protocols are to be scanned in or left with my Graduate Assistant in my office for scoring.\*\*\***

<b>Date</b>	<b>Protocol/Assignment Due Date</b>
<b>Oct 1</b>	<b>Interview (for behavioral &amp; academic difficulties)</b>
<b>Oct 29</b>	<b>Social/Emotional/Behavioral Scale write-up</b>
<b>Nov 12</b>	<b>Observations (observation forms and write-up)-----3 Observations needed</b>
<b>Dec 3</b>	<b>Adaptive Behavior Scale Write-up due</b>
<b>Dec 10</b>	<b>WJ-IV Cognitive Assessment</b>

Dec 10	WJ-IV Achievement
Dec 10	Observation of Assessment of Cognitive & Achievement Testing/Interview
Dec 10	Final Report Due

\*\*\*There will be additional CLASSROOM practice and work to be completed. This work will be reflected in your participation points.\*\*\*

## VI. Readings (Required and recommended—including texts, websites, articles, etc.):

### Required Texts:

1. Sattler, J. (2008) Assessment of Children: Cognitive foundations 5<sup>th</sup> Edition Jerome Sattler Publishers.:
  - a. ISBN-10: 0970267126
  - b. ISBN-13: 978-0970267122
  - c. Amazon link: <http://amzn.to/2iir1RQ>
2. Sattler, J. (2014) Assessment of Children: Behavioral and Clinical Applications 6<sup>th</sup> Edition. Jerome Sattler Publishers.
  - a. ISBN-10: 0970267142
  - b. ISBN-13: 978-0970267146
  - c. Amazon link: <http://amzn.to/2x3XrCN>
3. Goldfinger, K., Pomerantz, A.M. (2010) Psychological Assessment and Report Writing. SAGE Publications.
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. Sattler, J. (2018) Assessment of Children: Behavioral and Clinical Applications 6<sup>th</sup> Edition. Jerome Sattler Publishers.
  - a. ISBN-10: 0986149934
  - b. ISBN-13: 978-0986149931
  - c. Amazon link: <https://amzn.to/2PHfTKE>

Book link: <https://amzn.to/2LzcaeW>

Publisher website: <http://www.sattlerpublisher.com>

## VII. Course Evaluations:

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

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

### **VIII. Student Ethics and Other Policy Information:**

**Class Attendance Policy (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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

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**students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

## **VIII. Student Ethics and Other Policy Information:**

### **Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

### **Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabiltiyservices/>.

### **Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

#### **Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

### **Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university

### **Student Appeals**

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

### **Withheld Grades: Policy 5.5**

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

### **Student Code of Conduct: Policy 10.4**

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

### **Additional Information:**

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. 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 (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or [snyderkel@sfasu.edu](mailto:snyderkel@sfasu.edu).**

**EPS 544 Individual Intelligence Testing  
Observation of Assessment of Cognitive & Achievement Testing/Interview  
Fall 2017**

**Student Being Evaluated:** \_\_\_\_\_  
**Evaluation Date:** \_\_\_\_\_



Please rate the student's performance in the following areas by checking the appropriate column for each item. Also **add at least 1 feedback comment under each section** (where indicated) to describe the strengths and weaknesses observed in performance. Student must receive at least 30 of the 50 possible points to receive a P.

		1	2	3	4	5	N/O
<b>I.</b>	<b>Evaluation/Assessment Skills</b>						
	<b>A. Interviewing Skills</b>						
	-Ability to establish rapport						
	-Ability to ask about difficulties						


**Key:**  
**1 – Inadequate: student needs additional training**  
**2 – Below Expectations: student needs close supervision**  
**3 – Meets Expectations: average competence, knowledge, and skill development for level of training**  
**4 – Above Average: above average competence, knowledge, and skill development for level of training**  
**5 – Well Developed: student has competence, knowledge, and skill development equal to a beginning intern.**  
**N/O – Not observed**

	-Listening abilities						
	-Abilities to balance questions in interviews						
	-Ability to stay on course on topic						

Comments on strengths/weaknesses in skill:

<b>II.</b>	<b>Psychological Testing</b>						
	<b>B. Technical administration accuracy</b>						
	-Rapport with client						
	-Ability to re-direct if needed						
	-Ability to stay on pace with assessment						
	-Ability to transition to next test when requested						
	-Ease of use of assessment						

Comments on strengths/weaknesses in skill:

	<b>TOTAL SCORE/EACH COLUMN</b>						
	<b>TOTAL SCORE</b>						

- 2 Subtests Administered on Cognitive Assessment: \_\_\_\_\_
- 2 Subtests Administered on Achievement Assessment: \_\_\_\_\_

❖ To be completed by course instructor (Circle One): **PASS** or **FAIL**