EDSP 812 Cognitive Assessment-CrsRvs-2016-02-17

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

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The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click **"SAVE"** on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

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*Indicates a required field

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Contact Person*	Mark Staszkiewicz	Contact Email*	mjstat@iup.edu
Proposing Department/Unit*	Educational and School Psychology	Contact Phone*	724 357-4757

Course Level*	graduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:

catalog_desc_change
course_title_change
mod_prereq
	course_revision
	
	*Teacher Education: Please complete the Teacher
	   Education section of this form (below)
	
	*Liberal Studies: Please complete the Liberal Studies
	   section of this form (below)
	
	*Distance Education: Please complete the Distance
	   Education section of this form (below)

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

Current Course Information*		Proposed Changes	
(C) Implications of the change on the program, other programs and the Students:*	The proposed change will benefit the proposed PhD Program because it will position the course to be an approvable component of the PhD Program by accrediting agencies (e.g., the American Psychological Association). The proposed change is not expected to impact other programs.		

Current Course Information*		Proposed Changes	
Category A			
(D) Current Prefix*	EDSP	**Proposed Prefix**	EDSP
(E) Current Number*	812	**Proposed Number**	812
(F) Current Course Title*	Assessment for Intervention I	**Proposed Course Title**	Cognitive Assessment
(G) Prerequisite(s)	For approved School Psychology candidates or permission of instructor	**Proposed Prerequisite(s)**	For approved School Psychology candidates
(H) Current Catalog Description	Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence and achievement. Trains students to conduct curriculum-based measurement procedures, to communicate assessment results, and to use assessment results for intervention planning. Prerequisite: For approved school psychology candidates or permission of instructor.	**Proposed Catalog Description**	Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence.
If changing Category A, no further action required.			
Category B (if no change, leave blank)			
(I) Number of Credits	Class Hours: Lab Hours: Credits:	**Proposed Number of Credits**	Class Hours: Lab Hours: Credits:

(J) Current Course (Student Learning) Outcomes	The overall objective of this course is to introduce students to the basic practice of administering cognitive assessment instruments. As a result of participation in this course, students will: 1. Develop awareness of the major theoretical issues related to the assessment of cognitive ability including psychometric properties and role of factor analysis 2. Develop an understanding of the theories behind the major tests of cognitive ability and the importance of validity and reliability in instrument choice. 3. Learn to administer, score, and interpret major individual tests of intellectual ability including the Wechsler Intelligence Scale for Children-IV, the Stanford-Binet 5, and the Woodcock-Johnson Tests of Cognitive Ability. 4. Become familiar with prominent, but less frequently used tests, such as the Leiter Scales, the Wechsler Preschool and Primary Scale of Intelligence, and the Wechsler Adult Intelligence Scale.	**Proposed Course (Student Learning) Outcomes**	Students will: 1. Administer, score, and interpret major individual tests of intellectual ability. 2. Write psycho-educational reports based on the results of individual tests of intellectual ability. 3. Summarize the uses for prominent, but less frequently used tests of intellectual ability. 4. Articulate multicultural, language, and environmental factors that may impact upon assessment and intervention. 5. Evaluate appropriate test instruments based on multicultural, language, and environmental factors. 6. Describe legal and ethical issues associated with psycho-educational assessment. 7. Critique the psychometric qualities of standardized measures of intellectual ability.
(K) Dual Listed Courses Only: **List Current Learning Outcomes for the** **Higher-Level Course**		**Dual Listed Courses Only:** **List Proposed Learning Outcomes for the** **Higher-Level Course**	

(L) Brief Course Outline (It is acceptable to copy from old syllabus)	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work. 1 Intro./Course Requirements/ Contemporary Issues in Assess. 2 WJ-III 3 WJ-III 4 CBM 5 CBM 6 Cross Battery Assessment 7 DIBELS/Literacy Assessment 8 DIBELS/Literacy Assessment 9 Communicating Assessment Results S 10 PIAT-R 11 SDS/Interest Inventories 12 Computer Applications 13 LEP/Bilingual/Cultural Issues 14 –15 Intervention and Assessment Presentations	Brief Course Outline (Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work. Current versions of the following assessment instruments/approaches will be used: -Wechsler Intelligence Scale for Children (WISC) Administration -WISC Scoring -WISC Interpretation -WISC Report Writing -Completing Evaluations and Re-Evaluations in Pennsylvania (PA Forms) -Woodcock Johnson Tests of Cognitive Abilities (WJ-Cog) Administration -WJ-Cog Scoring -WJ-Cog Interpretation -WJ-Cog Report Writing -Additional Tests of Intelligence -Multicultural Issues in Assessment -Legal and Ethical Issues in Assessment

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	

How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File Modified** No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu