SUL ROSS
DEPARTMENT OF EDUCATION

EDUA 5306 Assessment of Individual Intelligence **Fall 2026**

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virtual office hours via Blackboard
By Appointment
By Appointment Only

Course Description:

Assessment of Individual Intelligence (3-0). Required for educational diagnostician certification. Students will administer, score, and interpret major assessment instruments used to determine eligibility and services provided through special education. Legal requirements and ethical practices will be stressed. Prerequisite: ED 5323.

Textbooks

Required Texts:

Alfonso, V., Flanagan, D. (2018). *Essentials of Specific Learning Disability Identification (Essentials of Psychological Assessment*) 2nd Edition. John Wiley & Sons.
Amazon: Essentials of SLD Amazon Link

Stephens-Pisecco, T. L., & Schultz, E. K. (2019). *Core-Selective Evaluation Process: Overview and Procedures*. Dragonfly Tales Press.
Amazon: CSEP Amazon Link

Assorted Journal Readings as Assigned in Course Schedule and Available in Blackboard

Course Objectives

- Demonstrate Professional Educational Diagnostician Competencies.
- Demonstrate knowledge of cognitive deficits as they relate to identification of specific learning disabilities
- Demonstrate the ability to communicate assessment results with all stakeholders.
- Demonstrate knowledge of administration of standardized tests.
- Effectively communicate links between academic achievement and cognitive processing

Professional Standards

This course is part of the Sul Ross State University, Graduate School of Education, Master's in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, and student feedback).

F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills)

G. Demonstrate understanding of procedures for student screening; pre-referral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE).

E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress)

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.
A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

Course Objectives

ED 5306 will contribute to the following Student Learning Outcomes (SLOs):

Identify and administer appropriate screeners, informal assessment and formal assessment for purposes of determining disability criteria for specially designed instruction for students served in the kindergarten – 12th grade school system.

Program Marketable Skills:

Research Skills and Awareness
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills
- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists

Ethics and Social Justice
- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Utilize ethical judgement for the advocacy of others

General Course Policies

LMS: This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site opens on the first day of classes. Students are responsible for listening to and reviewing all recorded lectures provided by the instructor.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Allow 48 hours for email responses. If you do not hear back from your professor within 48 hours after sending, please forward the email and resend.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

Late Assignment Policy (Life Happens Policy): Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If you are unable to complete an assignment on time, a ONE TIME, one week extension is granted except for the final assignments due at end of course. It is expected that late assignments will be turned in at the next module or week for the next grading cycle. For example, assignments that were missed in week three will be turned in at the due date of week four. Students are not required to contact the professor or provide an excuse. Should students fail to turn in assignments at the next grading cycle a failed grade will be submitted. It is the student's responsibility to complete assignments by the due date. The policy is implemented upon first late submission and additional extensions will not be granted.

Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Copyright: Many of the materials and readings for this class have copyright protection. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

Digital Literacy Requirement if you have completed this upon admission this requirement is waived (new students admitted 2021 and later)**

- Per TAC §228.30 (c)(8) students seeking initial certification in any certification class, must receive training and instruction in digital literacy skills, specifically, the digital literacy instruction must:
- (1) align with the International Society for Technology in Education's standards,
- (2) provide, effective evidence-based strategies to determine a person's degree of digital literacy,
- (3) include resources to address any deficiencies identified by the digital literacy evaluation.
- To meet this requirement students in a professional certification program will complete assessment and training Digital Literacy through NorthStar Digital Literacy during the course ED 5307 – Graduate Research or ED 5332 – Educational Research I.
- In Graduate Research/Educational Research I students will:
- Complete the pre-test assessment through NorthStar by Week 4 of the semester. This assessment will identify the strengths and deficiencies of student's digital knowledge in:
- a) Essential Computer Skills
- b) Essential Software Skills
- c) Using Technology in Daily Life.

- After completion of the pre-test assessment students will have until Week 12 to complete training modules for areas of digital literacy needing remediation per the NorthStar study plan.
- Upon completion of the training modules students will take the post-test in all three skill areas,
- a) Essential Computer Skills
- b) Essential Software Skills
- c) Using Technology in Daily Life.
- Students will submit post-test reports upon completion no later than Week 15.
- How the pre-test and post-test results will be submitted is at the discretion of the professor.

University Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and

requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Specific Course Requirements

This is a no revision class – given that during the course rotation for Educational Diagnostician students will have experience in ED 5323 with administration and scoring of standardized formal tests, there will be a no revision or retake policy for tests or assignments

Late Policy– Time Management is a critical skill of an Educational Diagnostician. Late assignments will not be accepted due to poor coordination of securing testing material.

Meetings - This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site opens on the first day of classes. Due to the nature of the course and the need to engage with XBASS program, the instructor may allow synchronous meeting times if students need additional instruction. Meetings are tentatively

scheduled for Wednesdays at 6pm, Central time. Meetings are structured as student study halls. However, specific instructor announcements will be on Blackboard. Students should come prepared.

Certify Teacher Exam

Important information to note regarding Certify Teacher Exam information

1. Completing Certify Teacher Exams is not a guarantee for passing the State Certification Exam.
2. You are only allowed to take the test three times and must obtain a score of 280 on the 3rd attempt
3. Certify Teacher testing occurs during ED 5306 and a 280 score is recommended for continuation to practicum
4. Once you have a 280 score you are recommended to take your professional exam, and you may take your exam prior to the start or during practicum Registering with Certify Teacher Exam:
    - i Go to Certifyteacher.com
    - ii Set up an account under "candidate login"
    - iii Use your Sul Ross State University Email Account
    - iv Make sure that you add you are with Sul Ross State University
    - v Register for #253 Educational Diagnostician Exam
    - vi Pay the Fee (there is no discount for Educational Diagnosticians)
5. Take the Baseline Exam (this does not count)
6. You have three opportunities after the baseline to achieve a score of 280
7. You need to study in "study mode" a minimum of 6 hours for the study certificate to be available
8. If you take the test more than 3 times it will show, and your practicum will be postponed an additional semester
9. When you receive a score of 280 email your results and study certificate with your "A" number to Madison.Owen@sulross.edu. Please include your instructor in the email.

Discussion Board

Discussion Board (20 points each): Responses should be about 1 to 1 1/2 pages for reading responses and 1/2 page for CHC linking prompts. Language should be professional and be in APA format. It should relate to the reading or instruction of the week and at a minimum one reference should be provided in your reference section (at the end of the bottom of your response). Discussion board responses will be your response to the journal assigned. Prompts are loosely structured. It is expected that your response will be cumulative based upon your knowledge base and reflect professionally as an Educational Diagnostician

In discussion board you are required to respond to a minimum of 2 people. Responses should be pulled from the specific theme or idea the writer wrote. This should be a 1/2-page response.

Discussion Board Rubric:

	0	2	5
Initial Posting	Posts minimum of assignment; superficial preparation; doesn't address aspects of the task	Posts developed assignment that addresses all aspects; lacks full development of concepts	Posts well developed assignment that fully addresses and develops all aspects of the task
Writing Quality	Grammar or spelling errors	Uses of APA format for writing properly cites and adds reference section for any works cited; appropriate length	Uses APA format for writing properly cites and adds reference section for any works cited. Use of academic language (graduate level) with limited jargon. Appropriate length
Content	Repeats information but does not add substantive information to discussion	Factually correct responses with development of concept or thought	Posts factually correct, reflective and substantive contribution; advances discussion in insightful way
Follow up postings	Posts no follow up to others or does not meet the minimum of 2 responses	Minimum contributions are shallow to discussion (e.g. agree or disagree/ stating "good job") and does not enrich discussion	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous post

Final Project

To be determined. This is not a group project. Do not consult with others on the final. Issues of plagiarism at final will result in dismissal from the program. All resources should be cited properly.

Final FIE Report

On your third administration of a cognitive test (week 11) you will use the results toward the FIE report. On week 12 you will administer and upload an achievement test. Those results will be used for your FIE report.

Standardized Test Scoring

You will administer and score 2 cognitive assessments, 1 achievement assessment, 1 language assessment, and 1 adaptive rating scale assessment; these will be due throughout the semester. ALL SUBTESTS ARE TO BE ADMINISTERED and a score report will need to be uploaded. The assessments include the following:

Wechsler Intelligence Scales for Children (WISC-V)

Woodcock Johnson Tests of Cognitive Ability (WJ-IV or V Cog)

Woodcock Johnson Tests of Achievement (WJ-IV or V Ach)

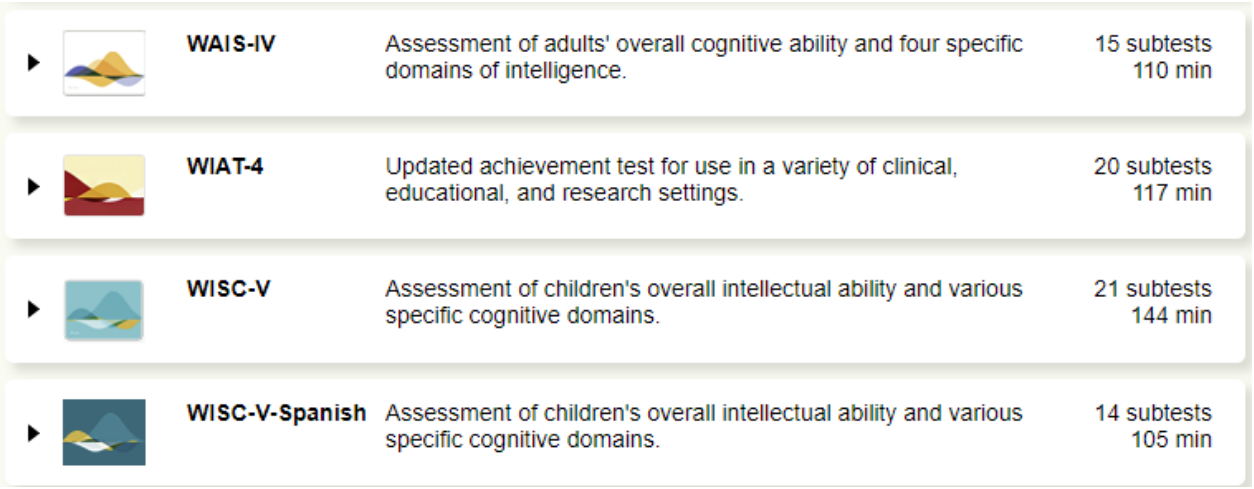
Woodcock Johnson Tests of Oral Language (WJ-IV or V OL)

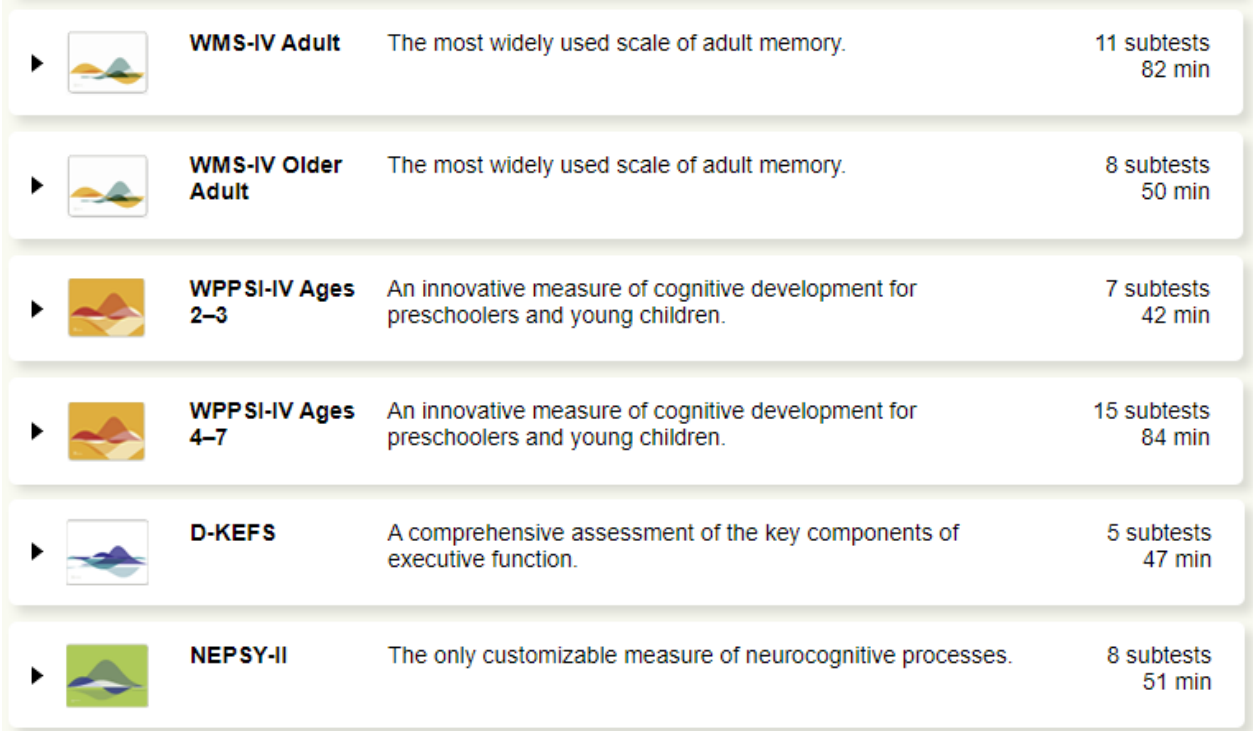
Vineland Adaptive Behavior Scales – Third Edition

Electronic Administration and Scoring of clinical assessments using 1:1 iPads
Beginning Fall 2022, students are requested to purchase iPads and electronic support for testing. Doing so will provide a greater depth and breadth of understanding of psychometric testing. Additionally, many districts are switching to iPad use. Students may still be required to borrow non-electronic psychometric testing from their district or the university. For students experiencing economic hardship other arrangements can be made (see below regarding Test kit ordering and shipping). However, students will still be required to ship and ensure testing kits provided by the university at the student's expense.

Justification for Expense
Many classes in the program have utilized Open Educational Resources (OER) such as textbooks to reduce the burden of purchasing outside materials for your classes. Additionally, iPads will be used for 3 to 4 classes in your program (saving you money), depending on the track that you are on. You also have free access to tests and protocols purchased by the university which are at no cost to you. Based upon the frequent usage and other cost reduction measures, this will be cost effective.
A video regarding electronic testing can be found at the following link provided:
https://www.youtube.com/watch?v=IFe-dTLXgUw&t=1s

Example of Tests available:





System Requirements
System, Browser and Tool Requirements can be found at the following link provided: [System Requirements]

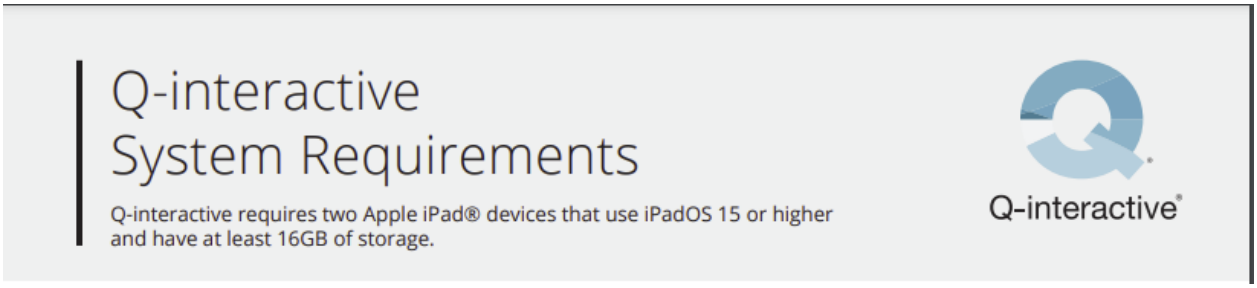
Materials needed for purchase:

- 2 iPads (1 practitioner and 1 client)

Additional recommended materials:

- Two styluses for writing notes and capturing examinee responses
- Two anti-glare screen covers to minimize glare from interior lighting
- Two durable cases to protect iPads

iPad system requirements
The table below provides guidance for the minimum standards for purchase



Tablet Requirements

Family	Model	Practitioner Device		Client Device	
		Supported	Not Supported	Supported	Not Supported
iPad	iPad 1st to 4th gen		X		X
	iPad 5th gen (2017)	✓		✓	
	iPad 6th gen (2018)	✓		✓	
	iPad 7th gen (2019) –10.2" screen	✓		✓	
	iPad 8th gen (2020) –10.2" screen	✓		✓	
	iPad 9th gen (2021) – 10.2" screen	✓		✓	
	iPad 10th gen (2022) – 10.9" screen	✓		✓	
iPad Air	iPad Air 1st gen		X		X
	iPad Air 2nd gen**	✓		✓	
	iPad Air 3rd gen (2019) –10.5" screen	✓		✓	
	iPad Air 4th gen (2020) –10.9" screen	✓		✓	
	iPad Air 5th gen (2022) –10.9" screen	✓		✓	
iPad mini	iPad mini 1st to 3rd gen		X		X
	iPad mini 4th gen**	✓			X*
	iPad mini 5th gen (2019)	✓			X*
	iPad mini 6th gen (2021)	✓			X*
iPad Pro	iPad Pro 9.7"	✓		✓	
	iPad Pro 10.5"	✓		✓	
	iPad Pro 11" (1st to 4th gen)	✓		✓	
	iPad Pro 12.9" (1st to 6th gen)	✓		✓	

**Not supported because Psychometric impacts of displaying stimuli on a smaller screen are unknown. **Support will be retired in September 2024.*

Browser Requirements for Administration

As we all have experienced, suboptimal browsers result in a slow connection; you are not going to be as effective. Please make sure you meet the following Browser requirements:

- IE (Internet Explorer) 11 or above
- Safari 9 or above
- Edge any
- Chrome 38 or above
- Firefox 27 or above

Q-interactive Quick Set-up

Q-interactive Quick Start Guide

Additional Videos for training can be found with the link provided Q Interactive Training Modules

Grading

A=100-91% B=90-81% C=80-71% D=70-61%

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

This course is based upon the following research-based practices (2)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, *102*, 101586.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. John Wiley & Sons.

Course Schedule

All assignments and uploads are due on or before midnight of the Due Date

WEEK	TASKS	Due date
Week 1 Demonstrate professional competencies associated with the role of an Educational Diagnostician Identify best practices in psychoeducational report writing	**Course Activities:** Introduction Assignment Discussion Board	09/06/26
Week 2 Identify Cognitive Processes associated with cognitive testing	**Required Readings:** SLD Chapter 1 Administration and Testing Manuals as needed **Activities:** Module 2 Quiz Complete the Baseline Exam	09/13/26
Week 3 Describe organization of CSEP Describe application of Cognitive, Achievement and Neuropsychological Batteries	**Required Readings:** SLD Chapter 2 Administration and Testing Manuals as needed **Activities:** Module 3 Quiz	09/20/26

Week 4 Demonstrate professional competencies associated with the role of an Educational Diagnostician Demonstrate psychoeducational assessment skills	**Required Reading:** Cognitive Test Manual **Activities:** Certify Teacher Exam One Upload Administer first cognitive test Discussion Board 2	09/27/26
Week 5 Interpret Test Data	**Readings:** SLD Chapter 3 Administration and Testing Manuals as needed **Activities:** Upload cognitive test scores Study materials certify teacher	10/04/26
Week 6 Provide operational definition of SLD Describe processes for SLD identification	**Required Readings:** SLD Chapter 4 Administration and Testing Manuals as needed **Course Activities:** Module 6 Quiz	10/11/26
Week 7 Describe Assessment for Individuals with Cultural and Linguistically Diverse backgrounds	**Required Readings:** SLD Chapter 5 & 6 Administration and Testing Manuals as needed **Activities**: Administer cognitive test 2 Discussion Board CLIM	10/18/26
Week 8 Identify Ethical Considerations of the Psychoeducational Evaluation and report writing Demonstrate psychoeducational assessment skills	**Required Readings:** Administration and Testing Manuals as needed Study materials certify teacher **Course Activities**: Cognitive Assessment 2 Upload with score report	10/25/26

Week 9 Demonstrate the Strengths and Weaknesses model of the CSEP Approach	**Required Readings:** SLD Chapter 9 Administration and Testing Manuals as needed Study materials certify teacher **Activities:** Assignment Module 9	11/01/26
Week 10 Demonstrate professional competencies associated with the role of an Educational Diagnostician	**Required Readings:** SLD Chapter 10 & 11 Administration and Testing Manuals as needed Study materials certify teacher **Course Activities:** Certify Teacher Exam 2 Certify Teacher Exam 2 upload Certify Teacher Study Certificate	11/08/26
Week 11 Provide an overview of models associated with specific learning disability evaluation (PSW) Demonstrate Psychoeducational Assessment skills	**Required Readings:** SLD Chapter 12 & 13 Administration and Testing Manuals as needed Study materials certify teacher **Course Activities:** Discussion Board Cognitive Assessment Upload with score report**This will be used for your FINAL FIE	11/15/26
Week 12 Discuss state policies as it relates to CLD learners and assessment of students with disabilities	**Required Readings:** Administration and Testing Manuals as needed Study materials certify teacher **Course Activities**: Achievement Testing Upload (WIAT/KTEA/WJ) **for final FIE	11/25/26

Week 13 Describe differential assessment with respect to underachievement	**Required Readings**: Catch up week Study for Certify Teacher **Course Activities**: Begin Final FIE	11/29/26
Week 14 Demonstrate professional competencies associated with the role of an Educational Diagnostician	**Required Readings:** None **Course Activities:** Certify Teacher Exam Three Score of 280 Upload	12/06/26
Week 15 **Everything due**	**Presentation of FIE**	12/06/26

Reference:

(1) 19 TAC §228.30(c)(8)
(2) 19 TAC §228.30(b)

This Course was self-assessed using the Quality Matters Higher Education Rubric