


# 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

 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 "


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

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<p><b>(J) Current Course</b></p> <p><b>(Student Learning)</b></p> <p><b>Outcomes</b></p>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Develop awareness of the major theoretical issues related to the assessment of cognitive ability including psychometric properties and role of factor analysis</li> <li>2. Develop an understanding of the theories behind the major tests of cognitive ability and the importance of validity and reliability in instrument choice.</li> <li>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.</li> <li>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.</li> </ol>	<p><b>Proposed Course</b></p> <p><b>(Student Learning)</b></p> <p><b>Outcomes</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Administer, score, and interpret major individual tests of intellectual ability.</li> <li>2. Write psycho-educational reports based on the results of individual tests of intellectual ability.</li> <li>3. Summarize the uses for prominent, but less frequently used tests of intellectual ability.</li> <li>4. Articulate multicultural, language, and environmental factors that may impact upon assessment and intervention.</li> <li>5. Evaluate appropriate test instruments based on multicultural, language, and environmental factors.</li> <li>6. Describe legal and ethical issues associated with psycho-educational assessment.</li> <li>7. Critique the psychometric qualities of standardized measures of intellectual ability.</li> </ol>
<p><b>(K) Dual Listed Courses Only:</b></p> <p><b>List Current Learning</b></p> <p><b>Outcomes for the</b></p> <p><b>Higher-Level Course</b></p>		<p><b>Dual Listed Courses Only:</b></p> <p><b>List Proposed Learning</b></p> <p><b>Outcomes for the</b></p> <p><b>Higher-Level Course</b></p>	



<p><b>How is/are the instructor(s) qualified</b></p> <p><b>in the Distance Education delivery</b></p> <p>2   h f 564.od as we1 473.63   169.88 419.02   h f Q q 48 354t97.5 Tf 1BT /F1 ET   h f 47.63 51.75 m 47.63 98.92   48.38 98.17   48.38 52.5   isciplin</p>	

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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