SYLLABUS
EPSY 6382.01R
Bilingual & Multicultural Psychoeducational Assessment
Department of Human Development & School Services

INSTRUCTOR INFORMATION

Instructor: Nancy P. Razo, Ph.D., LSSP
Office: EDCC 1.222 (Inside Counseling and Training Clinic) Edinburg Campus
Office Hours: Tuesdays & Thursdays 1:00-4:00pm, by appointment only
*Do not hesitate to send me an email to set up a phone call, virtual session, or meeting if you cannot meet during office hours.

E-mail: nancy.razo@utrgv.edu
Office Phone: (956) 665-3490
Dept. Phone: (956) 665-3466
Term: Fall 2019
Day/Time: Tuesdays 5:00-7:30pm
Location: EDUC 2.102 Edinburg Campus

Response Time: Generally, I will respond to emails within 48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically within a week following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Counseling & Training Clinic Hours (Edinburg): (956) 665-5251
Monday-Thursday 1-9pm, Fridays 8am -5pm;
Sandra Perez, Administrative Assistant; sandra.y.perez@utrgv.edu

Test Check In/Out Times (Edinburg): Monday through Wednesday, any time before 5. After 5, at the :15 and :30 intervals of the hour, for example 5:15 and 5:30.
**You can also e-mail Sandra ahead of time with what you need to check-out, so she has it ready for you ahead of time. Please give her at least 24 hours advanced notice and wait for an e-mail confirmation.

COURSE DESCRIPTION AND PREREQUISITES

In this course students will be presented with the psychometric theories, issues and strategies to consider in assessing children and adolescents from various cultural, ethnic and linguistic backgrounds, including nondiscriminatory assessment. Students will have an opportunity to administer and score a variety of assessments, including utilizing techniques that are useful with these populations. Emphasis on analysis, interpretation, and integration of language assessment and cultural data and its potential effects on intelligence and achievement. Report-writing is emphasized; results
for diagnostics as well as treatment planning. Practica required. **Prerequisite:** EPSY 6380 and EPSY 6381.

**TEXTBOOK AND/OR RESOURCE MATERIAL**

REQUIRED TEXT

  Retail Price: $43.00
  *This book is NOT an open educational source.

  Retail Price: $50.00
  ISBN: 978-0-470-62195-0
  *This book is NOT an open educational source.

- Supplemental Readings list of articles/chapters at the end of this syllabus.
- Other readings as assigned by the professor.
  **Please make sure you access the articles ahead of time to assure you have access through the library’s articles and databases.**

**LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE**

**STUDENTS OF THIS COURSE WILL:**

1. Describe the significance of disproportion representation of culturally diverse students in special education;
2. Explain a general understanding of first and second language acquisition;
3. Describe common language patterns evident in English language learners (ELLs);
4. Discuss the different types of bilingual education programs and their impact on second language proficiency and academic achievement;
5. Explain the critical factors that need to be examined when Hispanic LEP children are failing or being considered for referral to special education;
6. Explain the primary reasons why LEP students are referred to special education and understanding how these reasons may link to second language and culture;
7. Explain what questions need to be asked when an ELL student is referred;
8. Conduct formal and informal language proficiency assessment in both English and Spanish;
9. Differentiate between the various types of informal language proficiency assessment in both English and Spanish and how information from these measures can be used in conjunction with formal measures;
10. Explain how informal achievement (curriculum based measurement) in English and in the child’s native language can be used in conjunction with formal measures;
11. Conduct intellectual assessment of ELL students based on level of language proficiency in native language (Spanish) and English, educational history regarding dual language services, and grade level;
12. Explain the strengths and limitation of the various methods of assessment of intelligence, achievement, and language proficiency;
13. Discuss the implementing recommended assessment guidelines pertaining to bilingual assessment;
14. Explain the advantages and disadvantages of using interpreters when testing children from low incidence languages;
15. Integrate and interpret informal and formal assessment across educational programming received, language proficiency, achievement, and intellectual assessment domains;
16. Be able to explain technical test results to parents who are not proficient in English;
17. Apply using the exclusionary clause in order to rule out environmental, socioeconomic, and cultural factors as the cause of the discrepancy between intelligence and achievement;
18. Review and understand test bias research;
19. Discuss ethical and professional standards regarding the use of tests with culturally and linguistically diverse students; and
20. Analyze the impact of acculturation when conducting assessment.

**NASP DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE**

Students will be able to demonstrate knowledge of characteristics, problems, trends and issues for students and their families from culturally and linguistically diverse exceptional children. This knowledge is critical to the role of a Licensed Specialist in School Psychology (LSSP).

For School Psychology Students this course will address assessment-related domains from the NASP Domains:

**Domain 1: Data-Based Decision Making and Accountability**
- a. Students will demonstrate knowledge of varied methods of assessment and data collection methods for identifying strengths and needs.
- b. Students will use assessment-based data to identify strengths and weaknesses, diagnose psychological and learning problems, develop interventions, and measure progress and outcomes.

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**
- a. Students will demonstrate knowledge of psychological learning theories; cognitive development; biological, cultural, and social influences on academic skills; and instructional approaches.
- b. Students will assess cognitive and academic skills and develop goals and interventions for cognitive and academic skills based on this assessment.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
- a. Students will demonstrate knowledge of biological, cultural, developmental, and social influences on behavior and mental health; the impact of behavioral and emotional functioning on learning and life skills; and strategies to promote social-emotional functioning and mental health.

**Domain 8: Diversity in Development and Learning**
- a. Students will demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; the role of psychosocial factors in learning and development; and strategies to address potential influences related to diversity.
- b. Students will provide services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts.

**Domain 10: Legal, Ethical, and Professional Practice**
- a. Students will practice in ways that are consistent with ethical, legal, and professional standards, and will demonstrate effective communication and technology skills.
PROGRAM STUDENT LEARNING OUTCOMES

| SLO (1) | (1.1) Students will demonstrate mastery in the following school psychology domains of practice: 1. Professional practices & practices that permeate all aspects of service delivery; 2. Direct and indirect services for children, families, and schools (student-level services); 3. Systems-level services; and 4. Foundations of school psychological service delivery. Measure Title: Praxis School Psychologist National Exam |
| SLO (2) | (2.1) Students will use psychological and educational assessment data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates when conducting comprehensive evaluations. Measure Title: Internship Evaluation & Competencies Form |
| SLO (3) | (3.1) Students will use evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics. Measure Title: Internship Evaluation & Competencies Form |
| SLO (4) | (4.1) Students will implement services to achieve outcomes related to socialization, learning, and mental health, including, counseling, consultation, behavioral intervention, and home–school collaboration. Measure Title: Internship Evaluation & Competencies Form |

TECHNICAL REQUIREMENTS

Computer Hardware
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Blackboard
We will be using Blackboard as our communication tool. Your grades, supplemental readings, and other materials will be posted on Blackboard. You can also use Blackboard to communicate with me or your classmates (via the Discussion Board), and I will be using it to send you updates and reminders from time to time. You will be using Blackboard to upload assignments and work. Please upload ALL documents in PDF to Blackboard. You can access Blackboard through your my.utrgv.edu account. **Please get in the habit of checking the Blackboard page every couple of days. Consistent with University policy, I will communicate with students through Blackboard.

Cell Phones
PLEASE set cell phones so that they do not disturb the class and put them in a pocket, purse, or backpack. It is unprofessional to check texts, email, etc. during class. Students who text in class will be asked to leave unless the instructor is using texts as part of the class.

Testing Scoring Software
You will be expected to use online scoring software for many of the assessment instruments that you will learn in the course. For some assessment instruments, you will be required to use the computer lab in the Counseling & Training Clinic. When using any scoring software, remember that the scoring software should only be used for class-related purposes. We are charged for each record you enter onto the online scoring software, so you are only allowed to use one per protocol that has to be submitted. Please be mindful of this requirement. Each student is responsible for the activity on their account and is not allowed to share access. User access will end once the student is
no longer enrolled in UTRGV courses requiring the use of the WJ-IV for class assignments. **Please refer to the Ethical and Responsible User Agreement that will be provided in class.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

E-MAIL
As per UTRGV (in accordance with FERPA regulations) policy, all e-mail communication with students must be conducted via the student’s UTRGV email; therefore, it is imperative that you have an active UTRGV email account.

BLACKBOARD SUPPORT CONTACT INFORMATION
If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: Visit the Blackboard Student Help Site

UTRGV’s Blackboard Support:
Brownsville Campus
Location: Rusteberg Hall
Room 108
Phone: 956-882-6792

Edinburg Campus
Location: Education Complex
Room 2.202
Phone: 956-665-5327

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - 844-897-9260
Online: Submit a help request via Create Case

COURSE STRUCTURE
This is a reduced-seat (hybrid) course, therefore we do not meet face-to-face every week. This indicates that for the weeks we do not meet face-to-face, you are responsible for completing your assignments. It is also your responsibility to make sure to check Blackboard assignments and e-mail frequently. Access to Blackboard is required.

STUDENT LIABILITY INSURANCE
School Psychology students are required to obtain or have current student liability insurance. Proof of insurance must be submitted to instructor prior to any practica. This means that if your student liability insurance is not current, you cannot complete any field-based work and work with children.

RECORD FORMS-PROTOCOLS
You will be provided with record forms through the Counseling & Training Clinic. You are responsible for obtaining these materials. It is a violation of copyright laws to make copies of test forms or materials.

INFORMED CONSENT/PERMISSION
You must have written consent prior to testing. For a child or adolescent under age 18, written permission must be from the parent or legal guardian; assent from the child (verbal) is also highly
recommended. Permission forms are available from the instructor and on Blackboard. You must keep these permission forms for 3 years; you will be asked to show them to the instructor on request at any time. The testing of children or adults without prior written consent of the appropriate person(s) will result in a grade of “F” for this course and a recommendation for disciplinary action.

ASSIGNMENTS

1. **Test Administration (500 points-100 points per test)**
   Students are required to administer and score select subtests from IQ and Achievement instruments. Students will submit protocols for each instrument administered. All children should be between 9-0 and 12-11 years of age. **An attempt should be made to administer all instruments (Language proficiency, IQ--Cognitiva and one Nonverbal, and Achievement) to the same examinee. The child chosen should be bilingual.** They should be able to communicate, read, and write in both English and Spanish. If they are stronger in one language over the other, they should be stronger in Spanish. The following tests/subtests are required:

   **Language**

   **Intelligence**
   1 Batería IV - Woodcock-Muñoz Pruebas de Habilidades Cognitivas *(Subtests 1-10 & 12-13)* and Subtests 2 & 13 from Batería III. Batería III subtests are included on the Batería IV protocol, but you must use the Batería III easel. *(Equivalent on the Woodcock-Johnson-IV Tests of Cognitive Abilities if not Spanish proficient)*

   **Achievement**

   **and**
   3 Nonverbal IQ measures *(Highest grade will count towards final grade):*
   - Kaufman Assessment Battery for Children, Second Edition (KABC-II) Nonverbal Index *(Check Manual for subtests vary depending on age).*
   - Universal Nonverbal Abilities Test, Second Edition (UNIT-2) *(1-4), and* Wechsler Nonverbal Scale of Ability (WNV) *(all 4 subtests that pertain to age range)*

   **Record Forms (Protocols):** When completing record forms, fill in the child’s (adult’s) responses verbatim or as close to verbatim as possible; Indicate if you give a prompt, question for elaboration or clarification, or give an example as directed in the test manual *(e.g., Q for questioning, P for prompt, DK for don’t know, NR for no response).*

   **Everything you do must be noted on the protocol!** If you question a child on a test and the child gives you a nonverbal (pointing) response that is correct, the protocol needs to reflect the pointing response *(e.g., “doll Q pt”). You must somehow indicate (check mark) that sample items have been administered if appropriate. If sample items are left blank, I will assume that they were not administered. Likewise, if you do not complete the protocol or leave items blank, I will assume that you did not question or prompt and will assign your grade accordingly.

   **Do not “make up” or fake protocols.** A “faked or made up” protocol is one that has been created by the examiner without actually testing the person represented to have been tested on the record form. Protocols turned in must represent actual testing conducted by you; the age of the subject...
and date of testing must be accurate on the protocol. Turning in made up protocols or purposely misrepresenting the age of the examinee (in order to meet course requirements) is academically dishonest and will result in a grade of F; other disciplinary and ethics referrals that may include a recommendation for dismissal from the University. If you are having trouble meeting the course requirements, you should set up a meeting with the instructor as soon as you are aware of any problems and discuss these as far in advance as possible so a reasonable solution may be found.

**Grading of protocols:**

➢ Protocols will be marked with a “fraction” indicating major errors/minor errors (e.g., 1/3 would indicate 1 major error and 3 minor errors).

➢ Major errors include:
  a. administrative errors such as wrong starting point, wrong ceiling & basal, failing to discontinue when you should, erasing in order to avoid error on ceiling, basal, starting point, etc.
  b. blatant scoring errors where no judgment is required
  c. failure to query (Q) or prompt (P) when same is clearly mandated in the manual
  d. clerical errors (e.g., adding scores incorrectly, using wrong tables, calculation errors, obvious scoring of item incorrectly, converting raw score to standard score, etc.)

**When scoring do not use your own judgment when the response is in the manual – follow the scoring guidelines exactly. EACH major error is worth 10 points off.**

➢ Minor errors = 5 points off
  a. Minor administrative mishaps
  b. questionable scoring of item

***Other errors not mentioned above will be determined as a major or a minor by the professor.

2. Psychoeducational Evaluation (200 points)

Students are required to complete one bilingual educational evaluation. Proof of insurance (school psych only), confidentiality statements, and parental permission must be obtained and filed with the instructor before any testing begins.

Final draft of this report is due __12/3_____. Submission of DRAFTS is required: Hard copies of sections are due as indicated on the syllabus to allow sufficient time for review. Drafts should be double spaced. When you turn in the final draft, you will also need to submit ALL drafts as well as consents and protocols. Final draft should be double spaced, except identifying information and tables can be single spaced.

3. Student Led Discussion (50 points total)

Every student will be responsible for leading the discussion on an article or a selected chapter assigned by the instructor. This reading has to be related to the class content and you are responsible for providing us with questions or other ways to lead the discussion. All students are required to be familiar with the material beforehand as well and come prepared to discuss it. The articles are assigned on specific dates depending on the content for the day. Each student will discuss the article on the assigned date.

**Please make sure you access your article ahead of time to assure you have access through the library’s articles and databases.**
As the discussant, you are required to provide the professor with a summary of the material that also includes: a) how is it related to the content of the course, b) a new idea that you took from the reading, and c) the written questions or strategies used to elicit discussion in class.

4. **Executive Parent Summary (50 points)**
   Each student will be required to demonstrate communication of your findings in Spanish to parents via an executive parent summary. If your Spanish is not proficient enough to complete an oral feedback session, then you will be responsible for completing a written executive summary in Spanish or making arrangements for this assignment with the professor. The oral feedback session will occur in class to resemble an ARD session. You may seek support from the more fluent members of the team to help you put together the oral feedback session, but you have to deliver it.

5. **Case Presentation (100 points)**
   Students will be required to prepare a PowerPoint presentation of their case study. The presentation will include each report component and shall include visual aids (i.e., tables). Students should be prepared to provide support or lack of support for Special Education eligibility. This will be similar to presenting your results at an ARD meeting.

6. **Subtest Check-Out with Professor (100 points)**
   You will be required to successfully administer a selected subtest of the Batería IV Cognitiva or Aprovechamiento to the professor as your check out. This will take place during the instrument practice part of the class. You will have to either administer the subtest personally or utilize an interpreter to administer it. Less than one major error constitutes a successful administration. If you are not a fluent Spanish speaker, arrangements for this assignment will be made with the professor.

**GRADING POLICIES**

Test Administration Protocols: 500 points (5 at 100 points each)
Psychoeducational Evaluation: 200 points
Student Led Discussion: 50 points
Executive Parent Summary: 50 points
Case Presentation: 100 points
Subtest Check-Out with Professor: 100 points

**Total Points: 1000 Points**

**LETTER GRADE**

A = 900-1000 points  B = 800-899 points  C = 700-799  F = Below 700

**CALENDAR OF ACTIVITIES**

The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, **prior to login**. Some important dates for Fall 2019 include:

- **August 26**: First day of classes
- **August 29**: Last day to add a course or register for Fall 2019
- **September 2**: Labor Day Holiday – NO classes
- **November 13**: Last day to drop a course; will count toward the 6-drop rule
- **November 28 - 29**: Thanksgiving Holiday – NO classes
- **December 5**: Study Day – NO classes
- **December 6 - 12**: Final Exams
- **December 13 - 14**: Commencement Exercises

This syllabus subject to change to better meet course objectives per discretion of instructor.
COURSE POLICIES

TEST KIT CHECK-OUT POLICY

1. Test kits can be checked out through the Counseling & Training Clinic. It may be necessary for you to share kits with fellow students. **Test kits will be checked out on your own time.**

2. **You must have test kits with you when we are reviewing the test in class.**

3. **It is imperative that instruments are returned on designated return dates. Students from other courses will share these instruments and are also bound by timelines. Please exercise courtesy and consideration! Due dates are on this syllabus. If more time is needed with an instrument, you MUST notify the instructor.**

4. Students who do not return instruments on designated return dates will be held to the late work policy. Ten points will be deducted from the protocol grade for each day the instrument is late.

5. If you trade or share instruments among yourselves, the person who checked out the instrument is responsible for that instrument.

6. **Test kits may not be checked in unless the entire kit is present. Immediately upon getting your test kit, you should ensure that all necessary components are there and are intact! Failure to do so may result in your being charged for missing or damaged items. If test kits are not returned complete, a hold will be placed on your record until you replace what was lost or misplaced.** Please treat test materials with care – do not write/highlight in or on any materials including the manuals. You will be held responsible for the condition of all test materials. Please notify the Counseling & Training Clinic if a piece/part becomes lost or damaged ASAP! Missing parts will be billed to the student who is responsible for that instrument.

**PLEASE NOTE:** Testing materials used in this course are “secure” tests – sharing the tests or allowing others (e.g., friends, relatives who are not in or have not taken this course) to look at, play with, examine, and so on, test materials and manuals violates test security and is a violation of ethical principles and professional practice!

CONFIDENTIALITY

When discussing particular cases, all information is to be held confidential and is not to be discussed with others outside of class. Please limit identifying information to initials or use a fictitious name when discussing cases in class and when entering data into scoring software. Consent forms should have accurate information since you and I are the only ones that will have access to that document.

PROFESSIONAL BEHAVIOR

At all times, individuals enrolled in this course should practice professional behavior. One of the most important aspects to being an effective Licensed Specialist in School Psychology is conducting oneself in a professional manner. Professional behavior includes responsibility. Professional behavior also includes respect for others; it is therefore expected that students will be respectful of one another. Professional behavior also includes asking and consulting when unsure about the proper procedure or the next step to follow. Finally, professional behavior includes presenting oneself professionally.

For further information, students are encouraged to refer to the UTRGV Student Conduct Code and the Texas State Board of Examiners of Psychologist (TSBEP) Act and Rules: http://www.tsbep.texas.gov/act-and-rules-of-the-board. Students are also expected to adhere to the UTRGV School Psychology Fitness to Practice Policy found on our website: https://www.utrgv.edu/hdss/degrees-programs/graduate-programs/traditional-programs/master-of-arts-in-school-psychology/index.htm

This syllabus subject to change to better meet course objectives per discretion of instructor.
ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

MAKE UP AND LATE WORK POLICY

Make-up work is not available. Grades are issued as earned. Late work will not receive full credit; 10 points will be deducted for each calendar day that the assignment is late.

STUDENT ACADEMIC RESPONSIBILITIES

Each student is responsible for all the work in each of his or her classes. Failure to meet this obligation may lead to academic penalties which may include dismissal from the class, or in the case of the student on probation, from UTRGV.

FITNESS TO PRACTICE POLICY

Students are also expected to adhere to the UTRGV School Psychology Fitness to Practice Policy found on our website: https://www.utrgv.edu/hdss/academics/graduate-programs/traditional-programs/graduate-school-psychology/index.htm.

STUDENT COMPLAINT PROCEDURES

The policy of the University is to provide students with a procedure for resolving complaints against the University faculty and staff related to matters other than discrimination or grade appeals. Please refer to the identified section of HOP for more information on the Student Complaint Process.

FREQUENTLY ASKED QUESTIONS

1. Can I test my son or daughter? No. Testing of any relatives is not recommended.

2. I failed a protocol, can I submit another one to earn a higher grade? Yes, but this will require all new testing and can only be resubmitted once. Students will need to practice administering before testing their designated students.

3. I changed my mind about the student I will be testing; do I have to sign a new permission form? Yes, each student tested should have a permission form on file.

4. Can I test a student who is currently receiving Special Education services? No. Testing of any student who receives SPED services or is suspected of having a disability is strictly prohibited.

5. Will class time be allowed for check-out and return of test kits? No. Students will need to make arrangements before or after class. See clinic hours at the beginning of the syllabus.

6. Will the Spanish language feedback be conducted during class? Yes it will be completed during class time.

7. How language proficient should my examinee be? Select one examinee between the ages of 9-12 years. They should be able to communicate, read, and write in both English and
Spanish. If they are stronger in one language over the other, they should be stronger in Spanish. CALP levels in should be 3 or higher.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face-to-face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

• When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMMODATIONS

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

STUDENT ACCESSIBILITY SERVICES:

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

This syllabus subject to change to better meet course objectives per discretion of instructor.
MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1  October 2nd – 8th
Module 2  November 27th – December 3rd
Full Fall Semester  November 14th – December 4th

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT AND MANDATORY REPORTING

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100

This syllabus subject to change to better meet course objectives per discretion of instructor.
Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Career Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

<table>
<thead>
<tr>
<th>Career Center</th>
<th>BCRTZ 129</th>
<th>ESSBL 2.101</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
<td>(956) 882-5627</td>
<td>(956) 665-2243</td>
</tr>
<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
</tr>
<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
</tr>
<tr>
<td>Writing Center</td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
</tr>
<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
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</table>

**UTRGV Counseling Center:**
As a student, you may experience a range of challenges that can negatively interfere with your academic experience. Examples include relationship difficulties, family problems, sexual orientation or gender related issues, academic difficulties, anxiety, depression, and substance use problems. You may even be struggling in your life and are not sure why. There is help for you. The UTRGV Counseling Center provides confidential* and free mental health services for enrolled UTRGV students. Service options include individual counseling, group counseling, coping skills workshops, and consultations. Call the center or walk in to make an initial appointment. The counselor will then work to match your needs to resources that can help you. For more information, check out the following website: [https://www.utrgv.edu/counseling/](https://www.utrgv.edu/counseling/). And for questions, you can email at counseling@utrgv.edu.

**Edinburg:** 956-665-2574  EUCTR 109  
**Brownsville:** 956-882-3897  BSTUN 2.10

*Confidentiality include rules and procedures that protect the privacy of your information. For example, participation in treatment and any related diagnosis will NOT be a part of your academic record.

**Vaqueros Crisis Line:**
The **Vaqueros Crisis Line** is a 24/7 confidential helpline for enrolled UTRGV students experiencing an emotional crisis that may include suicidal thinking, thoughts of harming self or other, confusion, panic, or otherwise feeling distressed. A trained counselor will be available on the line to provide assistance. 956-665-5555. You are not alone. There is help.

**THE VAQUERO STUDENT HONOR STATEMENT**
I pledge I will not cheat, plagiarize, falsify data or give or receive unauthorized assistance on academic work in accordance with the Vaquero Honor Code. I further pledge to support a culture of academic integrity. Please refer to the UTRGV Student Conduct and Discipline Code at [http://www.utrgv.edu/hop/policies/stu-02-100.pdf](http://www.utrgv.edu/hop/policies/stu-02-100.pdf)

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This syllabus subject to change to better meet course objectives per discretion of instructor.

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SYLLABUS DISCLAIMER

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements should be addressed to the instructor of this course.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Class Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wk1:</strong> 8/27</td>
<td>• Course &amp; Blackboard Overview and Requirements&lt;br&gt; • Class Confidentiality Agreement, CAP Rules, &amp; Consent Forms&lt;br&gt; • Chapter 1 ELL in US Public Schools&lt;br&gt; • Chpt. 3 Legal &amp; Ethical Requirements</td>
<td>• Confidentiality Agreement&lt;br&gt; • Counseling &amp; Training Clinic rules &amp; confidentiality (Both Forms Available on BBL and submitted through BBL)</td>
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<td><strong>F2F</strong></td>
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<tr>
<td><strong>Wk2:</strong> 9/3</td>
<td>• Chpt. 4 Bil Ed &amp; 2nd Language Acquisition&lt;br&gt; • Chpt. 7 The Interview Process&lt;br&gt; • Chpt. 8 Acculturation Factors&lt;br&gt; • Review gathering background information &amp; testing observations&lt;br&gt; **Barnett Article&lt;br&gt; **Winsler Article&lt;br&gt; **Rhodes Article – everyone reads</td>
<td>• Copy of insurance or proof of purchase (Submit through BBL)&lt;br&gt; • Scoring Programs User Agreement (Submit through BBL)&lt;br&gt; Check out: WMLS-III English and Spanish and read manual by next class</td>
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<td><strong>F2F</strong></td>
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<td><strong>Wk3:</strong> 9/10</td>
<td>• Chpt. 6 The Use of Interpreters&lt;br&gt; • Chpt. 9 Language Proficiency Assessment&lt;br&gt; • WMLS-III&lt;br&gt; **Ding Article - everyone reads&lt;br&gt; **Noland Article</td>
<td>• Parent Consent for case study&lt;br&gt; Check out: Bateria IV Cognitiva (Spanish Cog) before next class</td>
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<td><strong>F2F</strong></td>
<td></td>
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<tr>
<td><strong>Wk4:</strong> 9/17</td>
<td>Field Based/Online Work: Administer WMLS &amp; Dev. History and Review Online Videos</td>
<td>No Class Meeting</td>
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<tr>
<td><strong>Online</strong></td>
<td></td>
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<tr>
<td><strong>Wk5:</strong> 9/24</td>
<td>• WMLS Interpretation &amp; Writing up language results&lt;br&gt; • Chpt. 11 Cognitive Assessment&lt;br&gt; • Bateria IV Cognitiva&lt;br&gt; **Olvera Article—everyone reads&lt;br&gt; **O’Bryon Article</td>
<td>• WMLS Protocol (English and Spanish) w/ score report print out (keep copy)&lt;br&gt; • Dev. History due&lt;br&gt; Return: WMLS-III&lt;br&gt; Check out: K-ABC-2 &amp; UNIT before next class</td>
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<td><strong>F2F</strong></td>
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<td><strong>Wk6:</strong> 10/1</td>
<td>• Chpt. 2 Disproportionate Representation&lt;br&gt; • K-ABC-2 Nonverbal&lt;br&gt; • UNIT&lt;br&gt; **Morgan et. al. Article&lt;br&gt; **DeThorne Article—everyone reads</td>
<td>• Write-up due: Reason for referral, background info, testing observations, procedures &amp; language results&lt;br&gt; Check out: Bateria IV ACH (Spanish Achievement) before next class</td>
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<td><strong>F2F</strong></td>
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<tr>
<td><strong>Wk7:</strong> 10/8</td>
<td>Field Based/Online Work: Administer Cognitiva &amp; K-ABC2NV and Review Online Videos</td>
<td>No Class Meeting</td>
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<tr>
<td><strong>Online</strong></td>
<td></td>
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<tr>
<td><strong>Wk8:</strong> 10/15</td>
<td>• Interpretation of Cognitiva &amp; K-ABC2NV&lt;br&gt; • Chpt. 12: Academic Achievement&lt;br&gt; • Bateria IV Aprovechamiento&lt;br&gt; **McCardle Article&lt;br&gt; **Padilla &amp; Gonzalez</td>
<td>• Cognitiva &amp; K-ABC2NV Protocol w/ score report print out (keep copy)&lt;br&gt; Return: Bateria IV COG &amp; K-ABC2NV&lt;br&gt; Check out: WNV before next class</td>
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<td><strong>F2F</strong></td>
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<tr>
<td>Week/Date</td>
<td>Topic/Class Activity</td>
<td>Assignment Due</td>
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<tr>
<td>Wk9: 10/22 Online</td>
<td><strong>Field Based/Online Work: Administer Aprovechamiento &amp; UNIT and Review Online Videos</strong></td>
<td>No Class Meeting</td>
</tr>
</tbody>
</table>
| Wk10: 10/29 F2F | • Interpretation of UNIT  
• Chpt. 5 Pre-referral Considerations  
• RTI and ELLs  
• WNV  
**Haager Article**  
**Xu Article** | • **UNIT Protocol** w/ score report print out (keep copy)  
• **Write-up due:** Cognitiva results |
| Wk11: 11/5 F2F | • Interpretation of Aprovechamiento  
• Begin Flanagan et. al. Chapter 5: Cross-Battery Assessment of Individuals from CLD Backgrounds.  
**Lakin Article** | • **Bateria IV ACH protocol** w/print out (keep copy)  
**Return:** Bateria III ACH |
| Wk12: 11/12 | **Subtest Check Out (Clinic)**  
Scheduled by appointment-No Class | • **UNIT protocol** w/print out  
• **Write-up due:** Aprovechamiento  
**Return:** UNIT |
| Wk13: 11/19 F2F | • Interpretation of UNIT & WNV  
• Continue Flanagan et. al. Chapter 5: Cross-Battery Assessment of Individuals from CLD Backgrounds.  
• Integration of Report & Recommendations for ELLs | • **WNV protocol** w/print out  
**Write-up due:** Nonverbal IQ results plus summary, and recs (optional)  
**Return:** WNV |
| Wk14: 11/26 Online | **Field Based/Online Work: Work on Finalizing Case Study Report** | No Class Meeting |
| Wk15: 12/3 F2F | • Begin Case Presentations and Executive Summary Delivery | • **Final Draft of Report** - hard copy with all protocols-Follow Rubric |
| Wk16: 12/10 F2F | • Continue Case Presentations and Executive Summary Delivery |
Supplemental Readings List: These can be downloaded from the library articles database.

**PsycInfo:**


**Sage Pubs:**


**Means ALL students will be responsible for reading that article for discussion.