Term Information

<table>
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<tr>
<th>Effective Term</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Value</td>
<td>Summer 2013</td>
</tr>
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Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
We wish to change the credit hours from 4 to 3 credit hours due to adding the Assessment of Academic Achievement.

What is the rationale for the proposed change(s)?
We wish to change the credit hours from 4 to 3 credit hours due to adding the Assessment of Academic Achievement. I am attaching the revised syllabus for ESSPSY 8057 for you. We have also removed two 3 credit hour courses from the course requirements/curriculum which are Applied Behavior Analysis and the HDFS family course which are already in your system as requests. Thus, the total credit hours for successful completion of the program will not significantly change.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Thus, the total credit hours for successful completion of the program will not significantly change.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)
This course change is pending approval of the new course request for ESSPSY 8058.

Is this a request to withdraw the course? No

General Information

<table>
<thead>
<tr>
<th>Course Bulletin Listing/Subject Area</th>
<th>Educ Sts: School Psychology</th>
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<tbody>
<tr>
<td>Fiscal Unit/Academic Org</td>
<td>School/Educ Policy&amp;Leadership - D1280</td>
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<td>College/Academic Group</td>
<td>Education &amp; Human Ecology</td>
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<tr>
<td>Level/Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Course Number/Catalog</td>
<td>8057</td>
</tr>
<tr>
<td>Course Title</td>
<td>Cognitive and Achievement Assessment</td>
</tr>
<tr>
<td>Transcript Abbreviation</td>
<td>Cog &amp; Ach Assess</td>
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<tr>
<td>Course Description</td>
<td>Administration, scoring, and interpretation of cognitive and academic achievement tests with report writing.</td>
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<td>Semester Credit Hours/Units</td>
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Offering Information

<table>
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<tr>
<th>Length Of Course</th>
<th>14 Week</th>
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<tr>
<td>Flexibly Scheduled Course</td>
<td>Never</td>
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<tr>
<td>Does any section of this course have a distance education component?</td>
<td>No</td>
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<td>Grading Basis</td>
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<td>Repeatable</td>
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<td>Course Components</td>
<td>Lecture</td>
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<tr>
<td>Grade Roster Component</td>
<td>Lecture</td>
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Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for EduPAES 857 or 858.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.2805
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details
Course goals or learning objectives/outcomes

• 1. Students will be introduced to measuring intelligence through psychometric intelligence or cognitive ability tests.
• 2. Students will gain an understanding about how theoretical constructs are operationalized into specific scales and items on intelligence or cognitive ability tests.
• 3. Students will gain competencies in administering, scoring, and interpreting cognitive ability tests through administration and scoring examinations and through simulated and actual written case study assignments.
• 4. Students will become aware about the potential uses and limitations of cognitive ability tests including issues of test bias.
• 5. Students will be able to gain an understanding of psychometric properties including reliability and validity aspects of tests.
• 6. Students will become familiar about various types of test scores such as raw scores, standard scores, percentile ranks etc.
• 7. Student will learn how to interpret intra-individual differences across performance on subtests within any given test which translates into determining strengths and weaknesses within any given cognitive ability measure.
• 8. Students will learn to write psychological reports in which interpretations of performance on cognitive measures are presented in a conceptual manner rather than test or score focused.
• 9. Students will become familiar with various profiles of test performance that generally occur with students with disabilities such as learning disabilities and intellectual disabilities.
• 10. Students will explore the multiple purposes for assessing cognitive ability and academic achievement including diagnostic purposes for receiving special services.
• 11. Students will become familiar with various diagnostic standardized norm-referenced measures of cognitive ability for children who are suspected of a disability.
• 12. Students will gain skills in administering, scoring, and interpreting various diagnostic measures of cognitive ability for children who are suspected of a disability.
• 13. Students will examine common and unique diagnostic patterns of performance of youngsters and will be able to integrate information gathered on youngsters to make differential diagnosis of disabilities.
• 14. Students will become aware of issues of diversity and test bias associated with the use of cognitive measures.
• 15. Students will become knowledgeable about various models and theories of intelligence and or cognitive abilities.
• 16. Students will gain an understanding about how theoretical constructs are operationalized to specific scales and items on advanced cognitive ability tests.
• 17. Students will learn tips for presenting information to parents, teachers and other interested stakeholders.
Content Topic List

1. Students will demonstrate an understanding of the history of psychological testing.
2. Students will demonstrate proper rapport building.
3. Students will gain and demonstrate an understanding of the various tests of cognitive abilities, administration, scoring, and interpretation.
4. Students will develop an understanding of test construction and proper application of tests to various students and situations.
5. Students will demonstrate an understanding of testing composition, which will include reliability and validity.
6. Students will demonstrate knowledge of report writing, including interpretation and analysis.
7. Students will demonstrate knowledge of differences when examining various tests and appropriate uses.
8. Students will develop an understanding of theory, as well as appropriate application.
9. Students will develop an understanding of diagnosis of various disability categories set forth by state procedural safeguards.
10. Students will understand timelines associated with the referral process as set forth by the state procedural safeguards.
11. Students will develop appropriate manner of delivery regarding test data to a variety of individuals, through practice in the classroom setting.
12. Students will learn to integration of various pieces of information throughout the evaluation process, through in-class, as well as report writing assignments.

Previous Value

- Administration, scoring, and interpretation of intelligence tests
- Administration, scoring, and interpretation of achievement tests
- Integration of intelligence and achievement test results
- Psychological report writing of test results
- Reliability and validity factors of tests

Attachments

- ESSPSY 8057 Syllabus.doc
  (Syllabus. Owner: Odum,Sarah A.)

Comments

* submitted on behalf of Laurice Joseph (joseph.21@osu.edu), 5/7/14 (by Odum,Sarah A. on 05/07/2014 11:30 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Odum,Sarah A.</td>
<td>05/07/2014 11:30 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>05/13/2014 08:42 AM</td>
<td>Ad-Hoc Approval</td>
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<tr>
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<td>Wheaton,Joe Edward</td>
<td>05/13/2014 09:19 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L.</td>
<td>05/13/2014 09:19 AM</td>
<td>College Approval</td>
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<td>Warnick,Bryan R.</td>
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<td>Odum,Sarah A.</td>
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<td>Zircher,Andrew Paul</td>
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Department of Educational Studies
The Ohio State University
ESSPSY 8057, Cognitive and Achievement Assessment

(G) 03 Credits
Semester: Autumn
Level: Graduate
Required for students enrolled in School Psychology Program
No prerequisites are required
Instructor: Marla N. Arnold, Ph.D. Adjunct Professor
(614) 325-1895 (cell)
Arnold.48@osu.edu
Office hours by apt.

Description/Rationale:
The purpose of this class is to train students enrolled in the school psychology program in the scientist-practitioner model of psychological assessment. This class will explore various theories of intelligence, as well as various instruments used to assess intelligence. This class will train students in administering, scoring, and interpreting a variety of cognitive ability methods of assessment. The students will be prepared to incorporate the various methods of evaluation as they navigate the process of disability determination, as well as consultation in the schools and clinical settings.

NASP Standards Domains
2.1 Data-Based Decision Making and Accountability
2.3 Effective Instruction and Development of Cognitive/Academic Skills

Knowledge, skills, and dispositions:
1. Students will be introduced to measuring intelligence through psychometric intelligence or cognitive ability tests.
2. Students will gain an understanding about how theoretical constructs are operationalized into specific scales and items on intelligence or cognitive ability tests.
3. Students will gain competencies in administering, scoring, and interpreting cognitive ability tests through administration and scoring examinations and through simulated and actual written case study assignments.
4. Students will become aware about the potential uses and limitations of cognitive ability tests including issues of test bias.
5. Students will be able to gain an understanding of psychometric properties including reliability and validity aspects of tests.
6. Students will become familiar about various types of test scores such as raw scores, standard scores, percentile ranks etc.
7. Student will learn how to interpret intra-individual differences across performance on subtests within any given test which translates into determining strengths and weaknesses within any given cognitive ability measure using ipsative (subtest score
scatter analysis) as well as scale score comparisons and comparisons between scores on one test battery to scores on other tests.

8. Students will learn to write psychological reports in which interpretations of performance on cognitive measures are presented in a conceptual manner rather than test or score focused, although scores will be reported and interpreted within psychological reports.

9. Students will become familiar with various profiles of test performance that generally occur with students with disabilities such as learning disabilities and intellectual disabilities.

10. Students will explore the multiple purposes for assessing cognitive ability and academic achievement including diagnostic purposes for receiving special services.

11. Students will become familiar with various diagnostic standardized norm-referenced measures of cognitive ability for children who are suspected of a disability.

12. Students will gain skills in administering, scoring, and interpreting various diagnostic measures of cognitive ability for children who are suspected of a disability.

13. Students will examine common and unique diagnostic patterns of performance of youngsters and will be able to integrate information gathered on youngsters to make differential diagnosis of disabilities.

14. Students will become aware of issues of diversity and test bias associated with the use of cognitive measures.

15. Students will become knowledgeable about various models and theories of intelligence and or cognitive abilities.

16. Students will gain an understanding about how theoretical constructs are operationalized to specific scales and items on advanced cognitive ability tests.

17. Students will learn tips for presenting information to parents, teachers and other interested stakeholders.

Student Outcomes:

1. Students will demonstrate an understanding of the history of psychological testing.

2. Students will demonstrate proper rapport building.

3. Students will gain and demonstrate an understanding of the various tests of cognitive abilities, administration, scoring, and interpretation.

4. Students will develop an understanding of test construction and proper application of tests to various students and situations.

5. Students will demonstrate an understanding of testing composition, which will include reliability and validity.

6. Students will demonstrate knowledge of report writing, including interpretation and analysis.

7. Students will demonstrate knowledge of differences when examining various tests and appropriate uses.

8. Students will develop an understanding of theory, as well as appropriate application.

9. Students will develop an understanding of diagnosis of various disability categories set forth by state procedural safeguards.

10. Students will understand timelines associated with the referral process as set forth by the state procedural safeguards.
11. Students will develop appropriate manner of delivery regarding test data to a variety of individuals, through practice in the classroom setting.
12. Students will learn to integration of various pieces of information throughout the evaluation process, through in-class, as well as report writing assignments.

There is no off-campus field experience required, but there will be a large amount of work required with individuals involved in test administration/practice.

**Diversity:** The experiences and skills students will gain in this course will enhance their awareness of the diverse needs of individual pupils. The course is tailored to meet the individual needs and to facilitate learning of all students.

**Technology:** Students are expected to have adequate technology skills in the areas of communication, basic word processing, as well as presentation of assessment results.

**Course Requirements**

1. Attendance is extremely important. This class contains a lot of information in a small amount of time.
2. Complete scoring exercises for each instrument
3. Complete interpretation for each instrument
4. Complete 3 quizzes
5. Complete 2 full reports that will include information from cognitive and academic assessment, as well as social/emotional
6. Complete 2 full reports that will include information from cognitive and academic assessment
7. Complete competency exam for WISC, WJ-COG
8. Complete required administrations for each instrument
9. Complete reflection paper on Emotional Intelligence or Multiple Intelligences
10. Complete research paper
11. Complete case presentation/mock parent

**Please see guidelines for organizing your report and the rubrics for evaluating the reports on Carmen.** Although there are certain elements that are necessary in report writing, I am expecting that you will think globally about developing your own style of report writing that will convey your message and results in a way that is clear and concise, while being able to present your data in a way that is not overwhelming to those that are reading it. I would prefer that you do not use cookie cutter reports. This is the time to develop your skills and knowledge.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week #1</th>
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<table>
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<tr>
<th>Readings</th>
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- History of Psychology Testing
- Rapport building
- Whose Idea is This?
- Classifications of Disability Categories
- Introduction of WISC-IV

Week #2
- Administration, scoring, and interpreting
  Wechsler Scales (WISC/WASI/WPSSY/WAIS)  Chapters 3, 8, 26

Week #3
Bring scoring exercise for WISC-IV to class
- Report Writing
- Interpretation of WISC/WASI/WPSSY/WAIS

Week #4
-- Introduction of WJ-COG  Chapters 4, 12, and 30

Week #5
Discussion continued of WJ-COG  Chapters 12, 23 and 24
- Bring Scoring exercise for WJ-COG to class
- Quiz 1 (history and scoring)
- 02/12 COMP WISC with GA

Week #6
Adaptive behavior
*WISC Administrations due to GAs*  Chapters 20 and 26
- Write up of WJ-COG interpretation due
  -

Week #7 (03/04)
Diane Fowler from CCS to discuss ESL evaluations
- Discussion of WJ Cognitive cont.
- *WJ COG Administrations due to GAs*  Chapters 9 & 23
  -
- Comp WJ-COG with GA

Week #8
- PASS Theory

Week #9
- Classifications of Disability Categories
- Introduction of WISC-IV

Week #10
- Administration, scoring, and interpreting
  Wechsler Scales (WISC/WASI/WPSSY/WAIS)  Chapters 3, 8, 26

Week #11
Bring scoring exercise for WISC-IV to class
- Report Writing
- Interpretation of WISC/WASI/WPSSY/WAIS

Week #12
Discussion continued of WJ-COG  Chapters 12, 23 and 24
- Bring Scoring exercise for WJ-COG to class
- Quiz 1 (history and scoring)
- 02/12 COMP WISC with GA

Week #13
Adaptive behavior
*WISC Administrations due to GAs*  Chapters 20 and 26
- Write up of WJ-COG interpretation due
  -

Week #14 (03/04)
Diane Fowler from CCS to discuss ESL evaluations
- Discussion of WJ Cognitive cont.
- *WJ COG Administrations due to GAs*  Chapters 9 & 23
  -
- Comp WJ-COG with GA

Week #15
- PASS Theory

Week #16
- Classifications of Disability Categories
- Introduction of WISC-IV

Week #17
- Administration, scoring, and interpreting
  Wechsler Scales (WISC/WASI/WPSSY/WAIS)  Chapters 3, 8, 26

Week #18
Bring scoring exercise for WISC-IV to class
- Report Writing
- Interpretation of WISC/WASI/WPSSY/WAIS

Week #19
Discussion continued of WJ-COG  Chapters 12, 23 and 24
- Bring Scoring exercise for WJ-COG to class
- Quiz 1 (history and scoring)
- 02/12 COMP WISC with GA

Week #20
Adaptive behavior
*WISC Administrations due to GAs*  Chapters 20 and 26
- Write up of WJ-COG interpretation due
  -

Week #21 (03/04)
Diane Fowler from CCS to discuss ESL evaluations
- Discussion of WJ Cognitive cont.
- *WJ COG Administrations due to GAs*  Chapters 9 & 23
  -
- Comp WJ-COG with GA

Week #22
- PASS Theory

Week #23
- Classifications of Disability Categories
- Introduction of WISC-IV

Week #24
- Administration, scoring, and interpreting
  Wechsler Scales (WISC/WASI/WPSSY/WAIS)  Chapters 3, 8, 26

Week #25
Bring scoring exercise for WISC-IV to class
- Report Writing
- Interpretation of WISC/WASI/WPSSY/WAIS

Week #26
Discussion continued of WJ-COG  Chapters 12, 23 and 24
- Bring Scoring exercise for WJ-COG to class
- Quiz 1 (history and scoring)
- 02/12 COMP WISC with GA

Week #27
Adaptive behavior
*WISC Administrations due to GAs*  Chapters 20 and 26
- Write up of WJ-COG interpretation due
  -

Week #28 (03/04)
Diane Fowler from CCS to discuss ESL evaluations
- Discussion of WJ Cognitive cont.
- *WJ COG Administrations due to GAs*  Chapters 9 & 23
  -
- Comp WJ-COG with GA

Week #29
- PASS Theory

Week #30
- Classifications of Disability Categories
- Introduction of WISC-IV

Week #31
- Administration, scoring, and interpreting
  Wechsler Scales (WISC/WASI/WPSSY/WAIS)  Chapters 3, 8, 26

Week #32
Bring scoring exercise for WISC-IV to class
- Report Writing
- Interpretation of WISC/WASI/WPSSY/WAIS

Week #33
Discussion continued of WJ-COG  Chapters 12, 23 and 24
- Bring Scoring exercise for WJ-COG to class
- Quiz 1 (history and scoring)
- 02/12 COMP WISC with GA

Week #34
Adaptive behavior
*WISC Administrations due to GAs*  Chapters 20 and 26
- Write up of WJ-COG interpretation due
  -

Week #35 (03/04)
Diane Fowler from CCS to discuss ESL evaluations
- Discussion of WJ Cognitive cont.
- Sternberg Triarchic Theory
- 2 page research paper due

**Week #9**

Introduction to administration, scoring, and interpretation of KABC

**Week #10**

- KABC continued
  Report writing with KABC

  Chapter 11

**Week #11**

KABC continued
Presenting results to each other (give feedback)

**Week #12**

- IQ and Autism/ADHD/ADD
- KABC report due
  Bring scoring exercise for KABC to class
- Multiple Intelligence/Emotional Intelligence
- Quiz #3

  Chapter 27 and 28

**Week #13**

- Other instruments (SB/RIAS/UNIT/LEITER/DAS)
- Mock parent presentation to instructor
- Mock parent presentation
  KABC Interpretation Due
  - Cross Battery Assessment (Mike Markowitz from SWCS)  Chapter 19 and 20
  - 2 Reports including social/emotional status due

  Chapter 10, 13, 16

**Week #14**

Cross Battery Assessment (Mike Markowitz from SWCS)  Chapter 19 and 20
- KABC administrations due to GAs for grading by 05/14
- Reflection paper due

**Week #15**

- Case Presentations
- Wrap Up
Course Requirements/Method of Evaluation

Administration to real kids
-WISC (3) 5 points each
-WJ COG (3) 5 points each
-- KABC (2) 5 points each
2 cases including all testing and background, not needing social/emotional (10 points each)
2 cases including all testing and background, including social/emotional (15 points each)
3 quizzes (10 points each)
6 write up of assessment instrument and interpretation based upon profile provided (5 points each)
1-2 page reflection paper on EI or MI (10 points each)
1-2 page paper on new research regarding IQ testing (best practices, lawsuits, etc) (10 points)
1 in class with each other (5 points)
1 mock parent presentation of report to GA (5 points)
1 mock parent presentation to instructor (5 points)
3 Test Comps, 90% passing, pass/fail grading (20 points each)
1 Case Presentation pass/fail (30 points)
Total: 200 points

Grades:

A = 200-215 points
A- = 193 -199 points
B+ = 187-192 points
B = 178-186 points
B- = 172-177 points
C+ = 165-71 points
C = 156-164 points
D = 129-155 points
E Below 129

Please see guidelines for organizing your report and the rubrics for evaluating the reports on Carmen. Although there are certain elements that are necessary in report writing, I am expecting that you will think globally about developing your own style of report writing that will convey your message and results in a way that is clear and concise, while being able to present your data in a way that is not overwhelming to those that are reading it. I would prefer that you do not use cookie cutter reports. This is the time to develop your skills and knowledge.

Required Textbooks:
1. Contemporary Intellectual Assessment, 3rd Edition  
   Flanagan and Harrison, 2012  
   IBSN-10: 1609189957

2. Essentials of Assessment Report Writing  
   Lichtenberger, Mather, Kaufman, N., and Kaufman, A., 2004  
   IBSN-10: 0471394874

3. Multiple Intelligences  
   Howard Gardner, 1993  
   IBSN-10: 046501822X  
   OR  
   Emotional Intelligence  
   Daniel Goleman, 2005  
   IBSN-10: 055338371X

Additional Resources  
NASP web site  
Any other Essential Books

**Academic Integrity (Academic Misconduct)** -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

(Following is the ODS recommended syllabus statement for disability accommodations)

Office of Disability Services Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems – (Example statement) According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity – (Example statement) The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Off-Campus Field: There are no off campus field experiences in this course.
Technology: Students are expected or will develop through this course adequate technology skills in the areas of using computerized scoring software, word processing, for report writing, and electronic presentation programs.