**TEXAS STATE UNIVERSITY**

**COURSE ADDITION FORM**

1. **Effective Semester:** Fall 2016

2. **College:** Education

3. **Department/School/Program:** Counseling, Leadership, Adult Education, and School Psychology

4. **Prefix/Subject Number**

<table>
<thead>
<tr>
<th>Prefix/Subject</th>
<th>Number</th>
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<tr>
<td>SPSY</td>
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5. **Course Title:**

| Proposed Long | Assessment of Culturally and Linguistically Diverse Students |

| Abbreviated (18 characters only including spaces) | ASSESSM ENT OF C LD |

6. **Course Description** (complete sentences in 50 words or less):

This course will focus on the psychoeducational assessment of students from culturally and linguistically diverse backgrounds for purposes of special education eligibility and for instructional decision making. A major emphasis is placed on learning nonbiased assessment methods and procedures to assess language proficiency, intelligence, academic skills and personality-behavioral functioning.

7. **Prerequisites (Including Minimum Grade Required):** SPSY 5394, Minimum grade required: B

8. **Co-Requisites (Including Concurrent Enrollment Allowed):**

9. **Restrictions:** For students in the School Psychology SSP program.
### 10. Course Data

**CIP Code** (10 digits - no spaces or periods)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
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</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>✗</td>
<td>3</td>
<td>0</td>
<td>Yes</td>
<td>3</td>
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<td>2-Lab</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<td>0-Individualized</td>
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<tr>
<td>C-Clinical</td>
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**Writing Intensive?**

- Yes: ☐
- No: ✗

**Topics Course?**

- Yes: ☐
- No: ✗

**Valid Grade Mode**

(choose only one)

- Standard Letter: ✗
- Credit/No Credit: ☐
- Leveling/Assistantships/ESL: ☐
- Developmental: ☐

### 11. Justification for the course action:

Degree: SSP

Major: School Psychology

Minor: Certificate: Bilingual School Psychology

This course is a requirement for students completing the Bilingual School Psychology certificate to be awarded by the School Psychology program.
12. Course Goals and Objectives:

- Evaluate the cultural and linguistic issues involved in the assessment of culturally and linguistically diverse individuals
- Assess the language proficiencies of bilingual individuals
- Select, administer, score, and interpret psychoeducational tests and informal assessment strategies for culturally and linguistically diverse individuals
- Write bilingual assessment reports in a culturally responsive and ethical fashion
- Evaluate and critique standardized and non-standardized tools and data in their use with culturally and linguistically diverse (CLD) students
- Identify and discuss strategies for promoting least biased and non-discriminatory assessment of CLD students
- Write assessment reports that integrate background information, results of current and previous assessment, observations, interviews, records review, diagnostic interpretations and recommendations for instruction or intervention with an CLD framework
- Identify the potential impact of acculturation, language development, prejudice, racism and other factors on school performance and assessment data
- Prepare educational recommendations that link assessment to interventions for CLD students

13. Description of Instructional Methodologies:

A variety of instructional methods and activities including lectures, class discussions, small group role-play activities, assignments, videos, and field-based activities will be used.

14. Assessment of Student Learning:

Assessment of student learning will be through participation, a research paper, reflection papers, a paper based on an interview with an English language learner, and a final exam.

- Participation 10%
- Language Proficiency Assessment Report 30%
- Bilingual Psychoeducational Assessment Report 30%
- Test Critique 20%
- Presentation 10%
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<td>Week 3: Addressing the disproportionality in special education. Technical properties of psychological tests: Issues, uses, abuse, bias, adequacy of norms. Legal and ethical considerations.</td>
<td>Week 4: To refer or to not refer: Distinguishing between diversity, second language learning, and disability. Language competence vs. cognitive competence. A look at the interview process.</td>
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16. Suggested Textbook(s) and Other Learning Resources:

Required textbooks:


Recommended textbook:


17. Bibliography:


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)

Date

Date

Date

Date