

UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGUEZ
DECANATO DE ASUNTOS ACADÉMICOS

SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

Unidad: Mayagüez		Colegio: Artes y Ciencias	
Departamento/Programa: Psicología			
Título del Curso: PSYCHOEDUCATIONAL ASSESSMENT		Codificación Alfanumérica: PSIC 6340	
INFORMACIÓN SOBRE CAMBIOS SOLICITADOS			
TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO	
☐ Código alfabético			
☐ Código numérico			
☐ Título en español			
☐ Título en inglés			
☐ Tipo de curso			
☐ Modalidad en que se ofrece			
☐ Ubicación de curso			
☐ Prerrequisitos			
☐ Correquisitos			
☐ Sistema de calificación			
☒ Horas de contacto	4 créditos laboratorio integrado	3 créditos clase 1 crédito laboratorio (2 horas semanales)	
☒ Descripción			
DESCRIPCIÓN EN ESPAÑOL ANTERIOR Estudio práctico de la evaluación psicoeducativa. Análisis de aspectos relacionados con la evaluación estandarizada, la evaluación basada en criterios, la evaluación basada en el currículo y la medición informal. Administración, corrección e interpretación de instrumentos de medición académica y conductual de uso frecuente. Uso de instrumentos para el diagnóstico de habilidades académicas básicas. Énfasis en la comunicación de los resultados para la toma de decisiones instruccionales y la ubicación de estudiantes en programas especiales.		NUEVA DESCRIPCIÓN EN ESPAÑOL Estudio práctico de la evaluación psicoeducativa. Análisis de aspectos relacionados con la evaluación estandarizada, la evaluación basada en criterios, la evaluación basada en el currículo y la medición informal. El curso integra un laboratorio que trabaja en la administración, corrección e interpretación de instrumentos de medición académica y conductual de uso frecuente. Uso de instrumentos para el diagnóstico de habilidades académicas básicas. Énfasis en la comunicación de los resultados para la toma de decisiones instruccionales y la ubicación de estudiantes en programas especiales.	
DESCRIPCIÓN EN INGLÉS ANTERIOR Practical study of psychoeducational assessment. Discussion of issues related to standardized assessment, criterion-referenced assessment,		NUEVA DESCRIPCIÓN EN INGLÉS Practical study of psychoeducational assessment. Analysis of issues related to standardized assessment, criterion-referenced assessment,	

curriculum-based assessment, and informal measurement. Administration, correction, and interpretation of frequently used academic and behavioral measurement instruments. Use of instruments for the diagnosis of basic academic skills. Emphasis on communication of results for instructional decision making and placement of students in special programs.	curriculum-based assessment, and informal measurement. The course includes a laboratory that focuses on the administration, scoring, and interpretation of commonly used academic and behavioral measurement instruments. Use of instruments for the diagnosis of basic academic skills. Emphasis on communicating results for instructional decision-making and placement of students in special programs.
Justificación de los cambios: Descripción: Enfatizar en la integración del laboratorio en el curso alineado la descripción y los objetivos. Cambio de horas contacto: Se dividen los cuatro créditos originales en tres créditos de teoría (3 horas contacto) y un crédito de laboratorio (2 horas contacto) para aumentar el tiempo de adiestramiento en administración, corrección, conceptualización y redacción de informe.	
Fecha de efectividad de los cambios: TAN PRONTO SEA APROBADO	

APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO	NOMBRE Y FIRMA	FECHA
Director de Departamento		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD	NOMBRE Y FIRMA	FECHA
Decano de la Facultad		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DECANATO DE ASUNTOS ACADÉMICOS	NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos		



University of Puerto Rico
Mayagüez Campus
College of Arts and Science
Department of Psychology
School Psychology Graduate Program



TEMPLATE FOR A IN-PERSON COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	PSYCHOEDUCATIONAL ASSESSMENT
ALPHANUMERIC CODIFICATION:	PSIC 6340
CONTACT HOURS / CREDITS	3 hours of lecture per week (3 credits) 2 hours of Lab per week (1 credit)
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	PREREQUISITES: PSIC 6320 Cognitive Assessment PSIC 6037 Evaluation and Measurement

COURSE DESCRIPTION:

ENGLISH: Practical study of psychoeducational assessment. Analysis of issues related to standardized assessment, criterion-referenced assessment, curriculum-based assessment, and informal measurement. The course includes a lab that focuses on the administration, scoring, and interpretation of commonly used academic and behavioral measurement instruments. Use of instruments for the diagnosis of basic academic skills. Emphasis on communicating results for instructional decision-making and placement of students in special programs. =

SPANISH: Estudio práctico de la evaluación psicoeducativa. Análisis de aspectos relacionados con la evaluación estandarizada, la evaluación basada en criterios, la evaluación basada en el currículo y la medición informal. El curso integra un laboratorio que trabaja en la administración, corrección e interpretación de instrumentos de medición académica y conductual de uso frecuente. Uso de instrumentos para el diagnóstico de habilidades académicas básicas. Énfasis en la comunicación de los resultados para la toma de decisiones instruccionales y la ubicación de estudiantes en programas especiales.

LEARNING OBJECTIVES:

At the end of the course students will be able to:

Class:

- Design and apply legal and ethical issues to human psychoeducational assessment.
- Recognize the difference between Norm-referenced Assessments and Criterion

referenced Assessment.

- c. Understand the uses of psychoeducational assessments for clinical application in school settings.
- d. Understand psychoeducational assessment measures and their limits.
- e. Apply national and local guidelines and procedures for the special educational placement.
- f. Demonstrate knowledge on report writing, assessment results with intervention planning for special populations and cultural and linguistic background diversity.

Lab:

- a. Apply psychoeducational assessment terminology.
- b. Conduct screening procedures, pre-referrals, and students' classifications.
- c. Demonstrate Administration and interpretation skills
- d. Complete a developmental history with relevant information.
- e. Demonstrate Knowledge in technology in the assessment processes.
- f. Develop and modify individual's assessment strategies.
- g. Interpret results obtained from formal and informal assessment measures.
- h. Report assessment results in an effective manner.
- i. Design and provide teachers and parents recommendation for interventions, according with assessment process results of the child.
- j. Create and manage assessment records.

SUGGESTED TEXTBOOK:

Dombrowski, S. C. (Ed.). (2020). Psychoeducational assessment and report writing (2nd ed.). Springer. <https://doi.org/10.1007/978-3-030-44641-3>.

COURSE OUTLINE AND TIME DISTRIBUTION:
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CONFERENCE TOPIC	TIME DISTRIBUTION (HOURS)
I. Ethical and legal issues in the student's assessment Psychometrics and psychoeducational properties for assessment measures	3
II. Introduction to learning disorders, history, methods, and models.	4
III. Introduction to psychoeducational assessment , learning about cognitive assessment. Cognitive Assessment	6
IV. Introduction to psychoeducational assessment Academic Achievement assessment.	6
V. Other processes that support learning (Other instruments within psychoeducational assessment, phonological awareness, naming speed, cognitive processes, auditory, mathematical reasoning, among others).	4

VI. Academic Assessment: "Norm-referenced" Assessments/"Criterion referenced Assessment"	4
VII. Academic Assessment: Curriculum Based Assessment and Curriculum Based Measurement and Functional Behavioral Assessment.	4
VIII. Standard and diagnostic assessment using federal/State laws and the Diagnostic and Statistical Manual of Mental Disorders.	3
IX. Effective communication of assessment results and assessment results integration, interpretation and recommendations	4
X. Other conditions that may affect children's performance in school (ADHD, Autism Spectrum Disorder, Gifted, Intellectual Disabilities, Behavioral Problems).	4
XI. Individual Educational Plan (IEP - recommendations)	3
TOTAL CONTACT HOURS	45

LABORATORY TOPIC	TIME DISTRIBUTION (HOURS)
I. Administration and interpretation of Bateria Woodcock IV cognitive or an alternative cognitive Battery	6
II. Administration and interpretation of Bateria Woodcock IV academic or an alternative Academic performance Battery.	6
III. Other processes that support learning Administration and interpretation of academic measures Like the RAN/RAS: Rapid Automatized Naming and Rapid Alternating Stimulus Tests.	2
IV. Other processes that support learning Administration and interpretation of academic measures like the TAPS Spanish-bilingual version of the Test of Auditory Processing Skills, 3rd Edition (TAPS-3:SBE)	2
V. Incorporating the "Norm-referenced" Assessments/"Criterion referenced Assessment" , Incorporating Curriculum Based Assessment/Curriculum-Based Measurement to the report.	2
VI. Incorporation of Behavioral Assessment (FBA, scales, inventories)	1
VII. Incorporating assessment results and Standard and diagnostic assessment (DSM vs IDEA)	1
VIII. Assessment results integration and interpretation, report writing. Including the use or online scoring platforms like Riverside Score.	2
IX. Learning how to complete an Individual Educational Plan (IPE) with the gathered information.	2
X. Learning how to make recommendations and an intervention plan with the results.	3
XI. Case presentations and Evaluation	3
TOTAL CONTACT HOURS	30

INSTRUCTIONAL STRATEGIES:

Some of the following may be used:

☒ Lectures	☒ Project Based Learning
☒ Discussion	☐ Seminars or Workshops
☒ Cooperative Learning	☐ Problem Based Learning (PBL)
☒ Case Studies	☐ Flipped Classroom
☒ Lectures with Guest Speakers	

MINIMUM OR REQUIRED RESOURCES AVAILABLE:

RESOURCE	IN-PERSON
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution
Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student
Whiteboard	Institution
Digital projector	Institution

SUGGESTED ASSESSMENT TECHNIQUES: Include a list of available assessment techniques according to the course department. You may delete those that you will not use in the course and add/modify any that are not listed. (Examples of assessment techniques)

Suggested Assessment Technique	Relative Weight
☒ Exams	15%
☒ Assignments	15%
☐ Short quizzes	
☒ Laboratory	30%
☒ Oral presentations	5%
☒ Written reports	15%
☐ Projects (team or individual)	
☒ Portfolio	10%
☒ Peer evaluation	5%

☐ Critical thinking assignments	
☐ Informed participation in class	
☒ Attendance	5%
☐ Other (Explain)	
Total:	100%

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: <https://www.uprm.edu/cms/index.php/page/85>. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for course registered. For additional information contact OSEI-RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734 or 6735, email: oseirum@uprm.edu, at the virtual office: <https://meet.google.com/yvd-nrqo-mor>, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: “fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another’s academic work, copying all or part of another’s answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct.” Any of these actions will be subject to disciplinary sanctions in accordance with

the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES
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In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that an In-Person course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)

BIBLIOGRAPHY:

Buckingham, H., & Oster, E. (2026). Mental health assessment with children and adolescents:

An integrated clinical, community, and cultural psychology framework. Palgrave

Macmillan.

Bulut, O. (2024). Psycho-educational assessments: Theory and practice. *Journal of Intelligence*, 12(3), Article 31. <https://doi.org/10.3390/jintelligence12030031>

Dombrowski, S. C. (Ed.). (2020). *Psychoeducational assessment and report writing* (2nd ed.). Springer. <https://doi.org/10.1007/978-3-030-44641-3>.

Mather, N., & Wendling, B. J. (2024). *Essentials of dyslexia assessment and intervention* (2nd ed.). John Wiley & Sons.

Moss, N. E., & Moss-Racusin, L. (2021). *Practical guide to child and adolescent psychological testing: Best practices in child and adolescent behavioral health care*. Springer Nature. <https://doi.org/10.1007/978-3-030-73515-9>.

Pierangelo, R. A., & Giuliani, G. A. (2022). *Assessment in special education: A practical approach* (6th ed.). Pearson.

Semrud-Clikeman, M., Fiorello, C. A., & Hale, J. B. (2025). *School neuropsychology: A practitioner's handbook* (2nd ed.). Guilford Press.

Whitcomb, S. A. (2022). *Behavioral, social, and emotional assessment of children and adolescents* (5th ed.). Routledge.