Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Culturally Responsive Psychoeducational Assessment: Addressing Bias and Disproportionality in Special Education
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Format	Online independent study with assigned reading, embedded activities, applied cases with AI feedback, and a final assessment
Audience / level	Practicing school psychologists; difficulty index 4 (difficult)
CPD credits awarded	4.0
Revision	Revised October 24, 2026. Replaces the earlier provisional worksheet, which used example targets (17,000 words; 40 embedded items; 30 assessment items) pending verification. This revision uses verified counts and reflects 10 embedded items and 8 assessment items added on this date.

Method

Estimated completion time was calculated with the Mergener formula for self-study continuing education:

Minutes = 0.9 × [−22.3 + (0.00209 × words) + (2.78 × questions) + (15.5 × difficulty)]

Inputs (measured from the published course)

Component	Instructional words	Learner-response items
Lesson 1: Foundations of Culturally Responsive Psychoeducational Assessment	799	7
Lesson 2: Disproportionality and Bias in Special Education Identification	923	7
Lesson 3: Cultural and Linguistic Considerations in Cognitive Testing	1,071	7
Lesson 4: Bias in Behavioral and Social-Emotional Assessment	1,336	11
Lesson 5: Equitable Eligibility Determination	1,130	9
Lesson 6: Applied Psychoeducational Assessment Case Studies	743	3
Assigned reading: Lai, Lipscomb, & Johnson (2024), *Appropriate Identification of Children with Disabilities for IDEA Services* (NCEE 2024-004), pages 4–7 and 12–22, each page counted once	6,177	—
Final assessment (32 multiple-choice items)	not counted as reading	32

Component	Instructional words	Learner-response items
Total	**12,179**	**76**

Difficulty index: 4. The course requires calculating and interpreting risk ratios, evaluating test validity and measurement equivalence for diverse learners, weighing informant discrepancies, and applying exclusionary factors in eligibility decisions.

Calculation

Term	Value
Constant	–22.30
0.00209 × 12,179 words	25.45
2.78 × 76 questions	211.28
15.5 × difficulty 4	62.00
Sum	276.43
× 0.9 = estimated minutes	248.8 minutes
Estimated hours	4.15 hours

Result

The Mergener estimate is **4.15 hours**. The course awards **4.0 CPD credits**, which does not exceed the estimated learner time.

Counting notes

• Instructional words were counted from the published lesson content: lesson introductions, objectives, reading guidance, instructional sections, case scenarios, activity prompts and options, applied practice examples, and key takeaways.

• Navigation, buttons, progress indicators, section titles repeated in the interface, headers, footers, and menus were excluded.

• Each learner-response item is counted once in the question term and is not also counted as reading.

• Assigned reading: Lai, I., Lipscomb, S., & Johnson, A. (2024), *Appropriate Identification of Children with Disabilities for IDEA Services: A Report from Recent National Estimates* (NCEE 2024-004), IES. Lessons assign pages 4–7 and 12–22. These pages were text-extracted and counted; pages assigned in more than one lesson are counted once. Items were counted as individual judgments: each knowledge-check select, each scenario choice, each checklist decision, and each AI-feedback case. On October 24, 2026, two 5-item knowledge checks (Lessons 4 and 5) and 8 final-assessment items were added to meet the 4-hour award.