

Course Syllabus

SMU-in-Plano
Spring Term 2014
January 27- February 19, 2014
Mondays: 6:00pm-10:15pm

Instructor: Lauren Wallach Ed.D.

Office Hours: By appointment
E-mail: llwallach@smu.edu
Phone: Mobile Number: [REDACTED]
Department Number: (972) 473-3402

Course Description:

This portion of course 6342 will address basic appraisal and assessment concepts applicable to the school setting. Procedures, methods, and the use of various testing instruments will be reviewed, as will ethical considerations related to research and practice. Case studies will be examined.

Recommended Texts (Optional):

Neukrug, E.S. & Fawcett, R.C. (2014). Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists (3rd Edition). Belmont, CA: Brooks/Cole, Cengage Learning.

Ravid, Ruth (1994). Practical Statistics for Educators. Lanham, MD: University Press.

Course Requirements:

- 1. Participation (20%):** Participation and attendance is required at each class. Weekly assigned reading is to be completed prior to class time and active participation in all class discussions is expected.
- 2. Referral Process Project (15%):** Class presentations February 19, 2014.
- 3. Role Play/Case Study: Report to Stake Holder (15%):** Class presentation by February 19, 2014

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B		Pass	83 – 86	3.0
B-	80 – 82		2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some **justifiable** reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree

candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Objectives and Outcomes

Learning Objective	Measurable Outcome
Students will become familiar with the historical and theoretical perspectives and purpose of cognitive and educational assessment.	Students will demonstrate this knowledge through reading of peer-reviewed journal article and class discussions.
Students will gain comprehension of the basic statistical and measurement concepts of assessment, purposes, methods, sources, and competencies for assessment.	Students will demonstrate this mastery through role-play, class discussion and interpretation of case studies.
Students will demonstrate competence in the ability to determine the appropriate process and data for referring students of all levels to appropriate services	Students will demonstrate their ability and application of their knowledge through a critique of existing referral procedures including improvements and recommendations, and class discussions of case studies.
Students will develop initial competence in obtaining data from a variety of sources, including self-assessments and learning/teaching style inventories and be able to communicate results to the various stake holders.	Students will demonstrate these skills through administration, scoring and reporting of a test battery and conducting an unstructured interview.
Students will gain understanding of the issues related to assessment with diverse populations.	Students will demonstrate this knowledge through reading of peer-reviewed journal article, case studies, self-assessments and class discussions.

Cognitive, Career & Educational Assessment HDCN 6342

Students will be able to synthesize and communicate assessment results to the various stake holders.	Students will demonstrate these skills by their oral and written narrative reports and in group and class discussions.
Students will explore research associated with cognitive and educational assessment.	Students will demonstrate the understanding, synthesis, evaluation, and application of various assessments through class discussion and small group activities.

JANUARY 27	Course orientation & introductions Assignments discussed Introduction of Text and Articles
February 3	Role of School Counselors/Assessments Referral Process
February 10	Essentials of Testing and Assessment -Chapter 6 Presentations
February 17	Assessments and Interpretations Presentations
February 21 pending agreement	Self-Assessments, Learning Style, Diversity Referral Projects Presentations
February 26	K-12 Career with Dr Greta Davis
March 5	K-12 Career with Dr Greta Davis
March 12	K-12 Career with Dr Greta Davis
March 19	K-12 Career with Dr Greta Davis
March 26	K-12 Career with Dr Greta Davis

Please note: This syllabus may be adapted to class needs throughout the semester at the instructor's discretion.

IMPORTANT POLICIES

Attendance Policy:

Instructors should be given 24-hour notice of any absence whenever possible.

Students are responsible for all material and assignments covered during their absence.

Student's final grade will be impacted if two absences occur.

A Student missing more than two classes may, at the instructor's discretion:

- Receive a grade of Incomplete if the requirements to do so have been met (see policy on Grades of Incomplete contained in this syllabus)
- Receive a failing grade for this course
- Drop or withdraw from the course (This option may have financial and/or financial aid impact. Student should refer to Add/Drop policy and Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreaofStudy/DRC/C/Coounseling/AcademicCalendar13-14> then consult with Program Specialist if they believe this option is a possibility.)

Religious observance:

Students wishing to be absent for religious observation of holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence (see University Policy No. 1.9).

Disability Accommodations:

Students needing academic accommodations for a disability, must first contact Disability Accommodations & Success Strategies (DASS) at (214)768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Statement on Confidentiality and Emotional Safety:

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. Although the

nature of the counseling program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in the class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Class Decorum:

Please turn off (or set on silent) all cell phones or pagers. Please do not text, read newspapers, books for other classes, or other outside reading material during class, nor use lap tops for non class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines:

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2nd printing of the 6th edition include:

- **Always cite the source of a quote or paraphrase**
- **When quoting:**
 - **Copy the original material word-for-word**
 - **If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text**
 - **Follow the conclusion of a quotation immediately with the citation of author(s), year of publication, or year of creation if original material if unpublished, and page number(s)**
- **When paraphrasing:**
 - **Restate concepts in *substantially different words* than the original material**
 - **Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)**

- In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.
- The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Statement on Academic Integrity:

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Acknowledgement of receipt and comprehension of the course syllabus for HDCN 6342, Spring 2014 term.

I have received a copy of the course syllabus, grading policy, and I understand the course requirements and how grades will be determined for HDCN 6342 Cognitive, Career & Educational Assessment, Spring 2014 term.

Print Name

Signature

Date

Please submit signed form to Dr. Wallach

Cognitive, Career & Educational Assessment HDCN 6342

Class Participation & Projects

	Exemplary 93-100	Accomplished 90-92	Developing 83-89	Needs Improvement 80-82	Score
Participation: class discussion, activities, small group	Regularly asks questions or makes observations that indicate reflection, knowledge, or readings. Actively participates and provides leadership in class/small group discussions	Occasionally asks questions or makes observations that indicate reflection, knowledge, or readings. Actively participates in class/small group discussions	Rarely asks questions or makes observations that indicate reflection, knowledge, or readings. Does not actively participate in class or small group discussions	Does not ask questions or make comments that indicate familiarity with class topics. Does not participate in class or small group discussions	
Project/presentation	Is prepared with all projects and presentations reflecting scholarly study on assigned date	Is prepared with all projects and presentations reflecting thoughtful study on assigned date	Is prepared with all projects and presentations reflecting little study on assigned date	Is not prepared with all projects and presentations assigned date	
Class attendance	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes without prior arrangement	Misses class often or is frequently late/leaves early	