Southern Methodist University School of Education and Human Development HDCN 6342 Cognitive, Career, and Educational Assessment

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	Dr.	Leslie	Stalcu	p-Laws.	, LPC	, Su	pervisor
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Phone: Email: llaws@smu.edu

Office Hours:

Feel free to call and set up an appointment after 4 PM on Tuesday through Friday.

Required Text:

Brown, D. & Trusty, J. (2005). Designing and Leading Comprehensive School Counseling Programs: Promoting Student Competence and Meeting Student Needs. Belmont, CA: Thomson, Brooks and Cole. (First Edition)

ISBN: 978-0-534-63724-8 **Supplementary Text:**

Osborn, D.S. & Zunker, V.G. (2012). Using Assessment Results for Career Development.

Belmont, CA: Brooks and Cole.

ISBN: 13: 978-1-111-52127-1

Course Description:

This course 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 consideration in terms of research and practice. Case studies are an integral part of this examination of cognitive assessment, educational assessment, and career guidance and development.

Approach:

In this class you will be presented the subject matter in the textbook as the core objectives. However, the approach will involve hands on learning experience with different assessments that counselors utilize in the school setting. To further enhance the learning experience, you will be required to evaluate the same assessments in other school settings in the Dallas/Ft. Worth area and reproduce your own individual products for the school counseling arena. Hopefully, at the end of the term you will have a handful of tools to utilize in the future in the school counseling profession.

Department Grading Policy:

Remember that at SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 - 82, and any C-=70-72. C=73-76, C+=77-79, D-=60-62, D=63-66, D+=67-69 and below 60 is a F). In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

Grade	Performance Description	Range	<u>GPA</u>	Points
A	Exceptional	930-1000	4.0	12.0
A-		900-929	3.7	11.1
B+	High Pass	870-899	3.3	9.9
В		830-869	3.0	9.0
B-	Pass	800-829	2.7	8.1
C+	Failure any C or below	770-799	2.3	6.9
			2.0	6.0
C		730-769	1.7	5.1
C-		700-729	1.3	3.9
D+		670-699	1.0	3.0
D-		630-669	·7	2.1
F	·	620 and below	0.0	0.0

Learning Objective	Measurable Outcome
Career development theories and decision-making models	Counseling theories and decision making models will be incorporated through role play of SST, SAT, RTI, and other tools used by the school counselor.
Career, a vocational, educational, occupational and labor market information resources, and career information systems	Using the Occupational Outlook Handbook and the DOT, design an activity for the classroom guidance.
Career development program planning, organization, implementation, administration, and evaluation	Interview counselor on guidance program. Panel discussion on high stakes counseling.
Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	After reading articles on diversity and counseling, design diversity activities for guidance.
Career and educational planning, placement, follow-up, and evaluation	Students will participate in an online career assessment then present their evaluation of the assessment in class.
Assessment instruments and techniques relevant to career planning and decision making	Students will attain an online career test and evaluate it after taking the assessment. Different career software programs will be presented to the students, and they will explore those programs and their use with clients.
Career counseling processes, techniques, and resources, including those applicable to specific populations in a global community	Students will role play different counseling theories while counseling students concerning assessments used in the career and college arena.
Basic concepts of standardized and nonstandardized testing and other testing techniques, including norm- referenced and criterion-referenced assessment, performance assessment, individual and group test and inventory methods.	Students will evaluate the variety of assessments used in the school counseling program.
Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	After previewing the performance of different subgroups in testing, students will implement a plan in the guidance program to raise the bar of performance for the subgroups.
Ethical strategies for selecting, administrating, and interpreting assessment and evaluation instruments and techniques in counseling	Using the TAKS administration handbook, students will identify the ethical strategies implemented by the state.

Requirements:

Attendance	5 %	50 pts.
Journal Article Critique	5%	50 pts.
Pop quizzes	20%	200 pts.
Class participation (ie. Blackboard responses)	20%	200 pts
Project	25%	250 pts.
Midterm and Final	20%	250 pts.

Attendance:

Roll will be taken each week. More than one class absence will result in lowering the grade. <u>Missing two or more classes may result in failing the course</u>. At 7:00 PM we will have a dinner break for 20 minutes. As the evening progresses, we may experience a break or two. Please refrain from texting and using cell phones while in class.

Attendance Policy:

Instructors should be given 24 hours' notice of any absence whenever possible. If a student must miss one class, it is the student's responsibility to get all material and assignments covered during their absence. A 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 the policy on Grades of Incomplete contained in this syllabus) receive a failing grade for the course, drop, or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at http://www.smu.edu/Simmons/AreasOfStudy/DRC/Counseling/AcademicCalendar then consult with the Program Specialist if they believe this option is a possibility.)

Written Component of Article Critique:

The journal article critique must be written in APA format and must include the following items:

- 1. Reference-(3 pts.)
- 2. Kind of research-(3 pts.) Identify as experimental, quasi-experimental, descriptive, case study or historical
- 3. Purpose-(3 pts.) Aim, objective, or goal of study
- 4. Design-(3 pts.) Design of study such as Solomon four group
- 5. Subject-(3pts.) Description of participants
- 6. Procedure-(3 pts.) Method and measuring devices are explained.
- 7. Variable-(3 pts.) Dependent (effect) what is measured and independent (cause) what is changed

- 8. Level of measurement-(3 pts.) Nominal, ordinal, interval, ratio
- 9. Instrumentation-(3 pts.)-Name of instrument used
- 10. Cases-(3 pts.)-Number of groups involved
- 11. Sample-(3 pts.)-Related (dependent) or nonrelated (independent)
- 12. Sampling technique-(3 pts.) Random, cluster, selected sampling, stratified sampling
- 13. Statistical tests-(3 pts.) Chi square, t-test
- 14. Results or findings-(3 pts.)
- 15. Conclusions-(3 pts.) Actual data reported by author
- 16. Critique-(5 pts.) Your appraisal of the study undertaken by the author.

Homework assignments:

For homework assignments, you will have a variety of assignments concerning this grade. First, you may read and respond to blackboard assignments. Secondly, this could include an unannounced pop quiz over the reading assignment.

Course Outline:

Week	Topic	Assignment
Week 1	Chapters 1 and 2	Compare and contrast the ASCA model, Texas Comprehensive Model, and DISD guidance model
		• Research two guidance programs in the Dallas/Ft. Worth area and compare to the two models above.
Week 2	Chapters 3 and 4	Diversity activity on careers in the classroom will be created.
		• Outline school counseling program (#5 p. 105).
Week 3	Chapter 5 and 6	Present needs assessments that can be used with stakeholders.
		Restructure program according to selected needs assessment.
		Design time study for counselors using program standard.
Week 4	Chapter 7 and 8	Examine accountability projects.
		• Design accountability project that reflects college and career program of an elementary or secondary school.
		• Examine TAKS scores of 3 schools. Decide on a counseling plan that would raise the bar at the school.
		Counsel and role play how you would interpret scores to students in order to
		motivate them.
		• Examine leadership programs that are currently offered to students.
Week 5	Chapter 9 and 10	Examine Crest Awards and how they reflect leadership in a school.
		• Interview counselors concerning budgets for school guidance programs.
		• Research advocacy as it relates to counseling program through articles in class.
		• Midterm
Week 6	Chapter 6, 8, 9 Using Assessment	• Examine different career counseling scenarios from text by role playing counseling techniques
	Results for Career Development	• Interview a career counselor who utilizes career assessments and report your findings
Week 7	Chapter 11 and 12	In regard to responsive services, present SST and SAT committees in the
		counseling program.
		Examine the suicide risk assessment and the violent risk assessment.
		Share a dyslexia assessment that can be used by the counselor.
		• Examine 504 and how it relates to responsive services.
		• Examine the Universal Screener and how it can be used in responsive services.
		For educational career plan, examine Choices, Career Cruising, and Interest
		Inventory.

Week 8	Chapter 13 and 14	 Cover SAT, ACT, and PSAT score interpretation and how it can be used in the guidance program. Use safety survey through developmental assets to show how it can be incorporated in the guidance program. Evaluate websites of various school guidance programs. 	
Week 9	Chapter 15 and Review for final	• Compare program model of ASCA to another school district and report your findings in presentation to class.	
Week 10	Final presentations and Final		

ACSSEHD/UNIVERSITY POLICIES:

Disability Accommodations: 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. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance: Religiously observant students wishing to be absent on 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.

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. http://www.smu.edu/studentlife/PCL 05 HC.asp

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Statement regarding grades of Incomplete (I):

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.

SMU Flu Emergency Preparedness:

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.