



COUN 6363: ASSESSMENT IN GUIDANCE & COUNSELING SEMESTER, YEAR

COUN 6363 is a required course for M.A. in Clinical Mental Health Counseling, M.A. in Marriage, Couples, and Family Counseling, and M.Ed. in School Counseling

College of Education, Department of Counselor Education

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Class Format: ONLINE

COURSE DESCRIPTION: Study will include the principles of assessment and evaluation in counseling, assessment instruments used in the counseling services, elementary statistical concepts, methods of evaluating assessment instruments, the process of synthesizing and interpreting assessment data, and the ethics of assessment. *Prerequisite: COUN 5364 or taken concurrently.*

The purpose of this course is to help counselors become better consumers of psychological and educational instruments designed to measure and assess those characteristics/factors necessary to assist clients in achieving optimal development. This will be accomplished through a study of legal, ethical, and philosophical principles of testing and assessment, a study of the characteristics of reliable and valid instruments, a study of methods of selection and use of appropriate instruments themselves, and the preparation of written reports of assessment results.

Required Textbook(s):

Neukrug, E. S., & Fawcett, R. C. (2015). *The essentials of testing and assessment: A practical guide to counselors, social workers, and psychologists* (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13: 97812854245. You may purchase from www.cengage.com

Recommended Textbook(s):

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Course Objectives: The following objectives will be met during this course:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
- Required Program Standards (SPA – i.e., ACEI, NMSA etc.)

2016 KEY PERFORMANCE INDICATOR (KPI): Students are able to demonstrate knowledge of the basic concepts of standardized and non-standardized testing, norm-referenced, criterion-referenced assessments, and group and individual assessments, as assessed by the Test Critique assignment. This KPI will be assessed again on the CPCE.

- NCATE Standard 1 (all applicable elements) used when there is not a SPA
- State Standards/Competencies for certification if applicable
- Diversity and Disposition Proficiencies
- Conceptual Framework Alignment
- ISTE NETS Technology Standards (for technology integrated curriculum)

c. Use procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. 	CACREP-F.7.c.
d. Use procedures for identifying trauma and abuse and for reporting abuse;	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. 	CACREP-F.7.d.
e. Use assessments for diagnostic and intervention planning purposes;	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. 	CACREP-F.7.e.
f. Understand basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, and group and individual assessments	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-F.7.f
b. Use basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced			CACREP-II.G.7.b.

assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;			
g. Understand and apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-II.7.g
c. Use statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;			CACREP-II.G.7.c.
h. Understand and apply concepts of reliability and validity in assessments;	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-F.7.h.
d. Reliability (i.e. theory of measurement			CACREP-II.G.7.d

<p>error, models of reliability, and the use of reliability information.</p> <p>e. Validity (i.e. evidence of validity, types of validity, and the relationship between reliability and validity</p>			CACREP-II.G.7.e
<p>i. Use assessments relevant to academic/ educational, career, personal, and social development;</p> <p>f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;</p>	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	<p>CACREP-F.7.i.</p> <p>CACREP-II.G.7.f.</p>
<p>j. Use environmental assessments and systematic behavioral observations;</p>	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-F.7.j.
<p>k. Use symptom checklists, and personality and psychological testing;</p>	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-F.7.k.

l. Use assessment results to diagnose developmental, behavioral, and mental disorders.	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-F.7.l.
m. Apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	<ul style="list-style-type: none"> • Readings • Discussions • Videos • Case Studies 	<ul style="list-style-type: none"> • Weekly quizzes. • Weekly Discussion Board assignments. • Test Critique. • Test Report. 	CACREP-F.7.m.
g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.			CACREP-II.G.7.g.
2009 CMHC G.2: Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments	Assessment Report	<ul style="list-style-type: none"> • Assessment Report Assignment Performance 	2009 CMHC G.2:

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

- **Essential:**
 - Gaining factual knowledge (terminology, classifications, methods, trends)
- **Important:**
 - Learning to apply course material (to improve thinking, problem solving, and decisions).

Course/Instructor Requirements:

- Ethics of Test-Using:
 - All testing and handling of test materials, clients and information obtained from the clients will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Counseling Association. Any violation of the above will result in the failing of this course plus possible dismissal from the program.
- Late Assignment Policy
 - All assignments are due by the date listed on Blackboard assignments. All assignments contained within the module, including discussions, are due on the date listed on the course calendar and schedule that has been provided in Blackboard. A letter-grade reduction per each 24-hour period will be earned for late assignments. Original discussion board posts have to be submitted early on in the week in order for your classmates to respond.
- Professionalism: Professionalism is required (no texting in class, talking when others are talking, working on assignments which are not relevant to course, use of computer for assignments not relevant to course, tardiness, excessive absences, not having the materials and textbooks required for course, not being prepared for classroom discussions). Lack of professionalism in any area will result in a letter grade deduction on the final grade.
- Time Requirement
 - The Counseling Faculty has established a policy for all Counseling courses. “(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence.”
 - Students in an online course should expect to spend the same amount of time you would in a face-to-face class. That would be three hours of class time, plus preparation time. You should plan on spending 5-6 hours per week and signing in to the online system a minimum of twice a week.

Course Outline

Assignments/Grades

COURSE CACREP (2009, 2016) AND CAEP ALIGNMENT

The major assignments used to evaluate the CACREP and CAEP standards are as follows: (a) Weekly Quizzes (60 pts.); (b) Weekly Discussion Board assignments related to the concept being studied (40 pts.); (c) Test Critique (100 pts.); and (d) Assessment Report (150 pts.). The CACREP standards covered are (CACREP II 7a- CACREP II 7-m).

Weekly Quizzes. The purpose of the weekly quizzes (20 randomly selected questions) is to check for basic comprehension after readings topics related to (a) History of Testing, (b) Assessment & Ethical, Legal, and Professional Issues in Assessment, (c) Diagnosis in the Assessment Process, (d) The Assessment Report Processes: Interviewing the Client and Writing the Report, (e) Test Worthiness and Test Statistics, (f) Statistical Concepts: Creating New Scores to Interpret Test Data; (g) Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness and Cognitive Ability Tests, (h) Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment, (i) Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude; (j) Clinical Assessment: Objective and Projective Personality Tests, and (k) Informal Assessments: Observation, Rating Scales, Classification Methods. CACREP standards met are II.7.a-m.

Scoring Rubric:

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Component (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Proficient (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

Weekly Discussion Board Assignments. The purpose of the Weekly Discussion Board assignments is to evaluate students in-depth comprehension of the following weekly topics: (a) History of Testing, (b) Assessment & Ethical, Legal, and Professional Issues in Assessment, (c) Diagnosis in the Assessment Process, (d) The Assessment Report Processes: Interviewing the Client and Writing the Report, (e) Test Worthiness and Test Statistics, (f) Statistical Concepts: Creating New Scores to Interpret Test Data; (g) Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness and Cognitive Ability Tests, (h) Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment, (i) Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude; (j) Clinical Assessment: Objective and Projective Personality Tests, and (k) Informal Assessments: Observation, Rating Scales, Classification Methods.

Methods used to guide Discussion Board assignments are: (a) videos, (b) journal articles, and (c) news articles.

Scoring Rubric:

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student minimally (a) responds to each small group member (posts once during the week and does not add to the discussion by offering new information), (b) offers a limited personal experience for the topic, (c) takes a stance on the topic and does not cite two journal articles to support stance, (d) does not use APA style correctly for citations and for references, (e) minimally unable to summarize discussion. Additional learning is required.

Competent (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. Student: (a) responds to each small group member (posts twice during the week and adds to the discussion by offering new information), (b) offers a personal experience for the topic, (c) takes a stance on the topic (cites one journal articles to support stance), (d) uses APA style for citations and references, and (e) is able to summarize discussion. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Proficient (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy. Student: (a) responds to each small group member (posts three times during the week and adds to the discussion by offering new information), (b) offers a detailed personal experience for the topic, (c) takes a stance on the topic (cites two journal articles to support stance), (d) uses APA style for citations and references, (e) able to summarize discussion in a detailed manner.

Test Critique (100 pts). The purpose of the Test Critique is for students to apply concepts related to reliability and validity to tests to be used for assessing clients' cognitive, behavioral, emotional, and personality characteristics. The following CACREP standards are assessed in this assignment: f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments; g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; h. reliability and validity in the use of assessments; i. use of assessments relevant to academic/educational, career, personal, and social development; j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing, l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

For this assignment, each students selects a test to critique which includes: (a) introduction, (b) purpose of the test, (c) norm group [sample size, demographics, gender, age, ethnicity, culture], (d) evidence of different types of reliability (test-retest, alternate forms, internal consistency) and evidence of different types of validity (content, criterion, construct, and social), (e) instrument bias, (f) level of competency for administration and interpretation, (g) outside reviews found in *Tests in Print* and *Mental Measurements Yearbooks*, Test Manuals, (h) administration of the test, (i) practical issues of the test, (k) summary of test critique, and (l) reference section.

Scoring Rubric:

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability to apply information with 70% accuracy. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Competent (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Proficient (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

Assessment Report (2009 CMHC G.2) (150 pts.; 100 Written; 50 Oral Presentation)

The purpose of this assessment is to interpret the strengths and areas for improvement of an assessment report that includes: (a) Instruments used, (b) Reasons for Referral, (c) Family Background, (d) Behavioral Background, (e) Mental Health History, (f) Health and Medical History, (g) Social Functioning and Support, (h) Academic History, (i) Mental Status, (j) Cognitive Functioning, (k) Personality and Emotional Functioning, (l) results from drawings, (m) Career Test Results, (n) Diagnosis using DSM-5 and ICD-10 codes, and (o) Recommendations.

Evaluation:

The following questions are used to assess interpretation of raw scores, percentile scores, grade equivalent scores, age equivalent scores, T scores, and cognitive, emotional, and personality scores.

1. What was the referral reason for Tank's assessment? (3 points)
2. What are three academic strengths? (3 points)
3. What are three academic areas that need strengthening? (3 points)
4. Summarize in one paragraph the relationship between Tank and parents. (3 points)
5. Describe three resilience factors that Ms. Johnson had. (3 points)
6. Describe Tank's relationship with his grandma (SM's mother). (3 points)
7. Describe the relationship between Tank and his brother. (3 points)
8. What did Tank mean by "you can't really expect more" on page 4, next to last paragraph? (3 points)
9. Discuss, explain, and describe the parenting styles used by the parents with Tank and brother. Note: Refer to Baumrind's parenting styles (3 points)
10. Discuss Tank's medical issues and how might those have contributed to his obesity? (3 points)
11. Describe Tank's social network? (3 points)
12. Describe Tank's academic school history? (3 points)
13. Interpret Tank's mental status exam? Note: Refer to mental status exam in text. (3 points)

14. In three sentences, describe Tank's test taking behaviors and how do those contribute to the validity of the test. (3 points)
15. What is the purpose of the KBIT-2 and what are the subtests? Report the results of the tests in percentile ranks? What is a confidence interval? What is the 90% confidence interval for the IQ Composite? (3 points)
16. What are three of Tank's strengths on the KBIT-2 and three areas that might need strengthening? Hint: Support with data; report scores. (3 points)
17. What is the BASC-2 (purpose)? What is the mean and standard deviation for the BASC-2? What are the 5 validity indexes and what do they measure? (3 points)
18. Report any at-risk or clinically significant scores (T scores and percentiles) on the Composite Scores for Tank. What does this indicate about Tank? (3 points)
19. Report any at-risk or clinically significant scores (T scores and percentiles) on the Clinical Scales. What does this indicate about Tank? (3 points)
20. Report any clinically significant scores on the Adaptive Scales for Tank (T scores and percentiles). Hint: They are measured differently than the other scores. What does this indicate about Tank? (3 points)
21. How did the drawings on the House-Tree-Person reflect Tank's cognitive ability and his personality (state at least three). (3 points)
22. What is the SDS and what is the norming group for this test? Were Tank's scores on the SDS valid? (3 points)
23. Write a summary for Tank considering his (a) referral question, (b) social data, (c) and test results. Address strengths and areas for improvement. (17 points)
24. Write five recommendations for Tank's parents and school personnel. (17 points)

Scoring Rubric:

Novice (70%) or score of 70

Student demonstrates minimal understanding for the material and minimal ability (70% accuracy) to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Competent (80%) or score of 80

Student demonstrates a clear understanding of material and a confident ability in its application with 80% accuracy. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Proficient (90%) or score of 90

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies with 90% accuracy.

Schedule

***The syllabus is prepared to provide you with a general overview of the course and expectations. However, the syllabus is subject to change pending notification to students. When there is a discrepancy between information in the syllabus and Blackboard Course Content, **follow Blackboard as it will contain the most detailed and current information.**

Dates	Assignment	Evaluation
Week 1	<ul style="list-style-type: none"> • Introductions. • View my introduction. • Prepare your own profile and introduction. 	
	<ul style="list-style-type: none"> • Overview of Course. • Read syllabus. 	
	<ul style="list-style-type: none"> • Using Discussion Board, make comments to each student's introduction; respond to at least three students. 	<ul style="list-style-type: none"> • Post January 23 by 11:59 PM. Rubrics will be provided. Respond early in the week to provide for a full discussion.
Week 2	<ul style="list-style-type: none"> • Read Chapter 1; History of Testing. <u>CACREP F a.; CACREP-II.G.7.a.</u> 	<ul style="list-style-type: none"> • Test # 1; Due January 30 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due January 30 by 12:00 PM; 40 points.
Week 3	<ul style="list-style-type: none"> • Read Chapter 2; Assessment & Ethical, Legal, and Professional Issues in Assessment. <u>CACREP F m.; CACREP-II.G.7.g.</u> 	<ul style="list-style-type: none"> • Test # 2; due February 6 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due February 6 by 11:59 PM; 40 pts.
Week 4	<ul style="list-style-type: none"> • Read Chapter 3; Diagnosis in the Assessment Process. <u>CACREP F b.c.d.e.;</u> 	<ul style="list-style-type: none"> • Test # 3; Due February 13 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due February 13 by 11:59 PM; 40 pts.
Week 5	<ul style="list-style-type: none"> • Read Chapter 4; The Assessment Report Process: Interviewing the Client and Writing the Report. <u>CACREP F i.j.k.l.m.; CACREP-II.G.7.f.</u> 	<ul style="list-style-type: none"> • Test # 4; Due February 20 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> • Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> • Due by February 20 by 11:59 PM; 40 pts.

Week 6	<ul style="list-style-type: none"> Read Chapter 5; Test Worthiness & Test Statistics. <u>CACREP F g.h.;</u> <u>CACREP II.G. 7 d. & e.</u> 	<ul style="list-style-type: none"> Test # 5; Due February 27 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> Due February 27 by 11:59 PM; 40 pts.
Week 7	<ul style="list-style-type: none"> Read Chapter 6; Statistical Concepts: Making Meaning Out of Raw Scores. <u>CACREP F g.h.;</u> 	<ul style="list-style-type: none"> Test # 6; Due March 6 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> Due March 6 by 11:59 PM; 40 pts.
Week 8	<ul style="list-style-type: none"> Read Chapter 7; Statistical Concepts: Creating New Scores to Interpret Test Data. <u>CACREP F f.;</u> <u>CACREP II.G.7.f.</u> 	<ul style="list-style-type: none"> Test # 7; Due March 11 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> Due by March 11 by 11:59 PM; 40 pts.
Week 9	<ul style="list-style-type: none"> Spring Break March 12-March 16 Have Fun! 	<ul style="list-style-type: none">
Week 10	<ul style="list-style-type: none"> Read Chapter 8; Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness and Cognitive Ability Tests. <u>CACREP F b.,e.</u> 	<ul style="list-style-type: none"> Test # 8; Due March 27 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> Due by March 27 11:59 PM; 40 pts.
Week 11	<ul style="list-style-type: none"> Read Chapter 9; Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment. <u>CACREP F b.e.i.</u> 	<ul style="list-style-type: none"> Test # 9; Due April 3 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> Discussion Board – Topic and Rubric will be provided. 	<ul style="list-style-type: none"> Due by April 3 11:59 PM; 40 pts.

Week 12	<ul style="list-style-type: none"> Read Chapter 10; Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude. <u>CACREP F e.i.</u> 	<ul style="list-style-type: none"> Test # 10, Due April 10 by 11:59 PM; 60 pts.
	<ul style="list-style-type: none"> Discussion Board – Topic will be Assigned and Rubric will be provided. 	<ul style="list-style-type: none"> Due by April 10 11:59 PM; 40 pts.
Week 13	<ul style="list-style-type: none"> Read Chapter 11; Clinical Assessment: Objective and Projective Personality Tests. <u>CACREP F j.k.</u> 	<ul style="list-style-type: none"> Test # 11; Due April 17 by 11:59 PM; 50 pts.
	<ul style="list-style-type: none"> Read Chapter 12; Informal Assessment: Observation, Rating Scales, Classification Methods, Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment. <u>CACREP F j.k.l.; CACREP-II.G.7.b.</u> 	<ul style="list-style-type: none"> Test # 12; Due April 17 by 11:59 PM; 50 pts.
Week 14	<ul style="list-style-type: none"> Critique of a Test; Template and Rubric will be provided. 	<ul style="list-style-type: none"> Due April 24 by 11:59 PM; 100 pts.
Week 15	<ul style="list-style-type: none"> Assessment Report. Rubric will be provided. <u>CACREP F a-m.; CACREPIIG.a-g.</u> 	<ul style="list-style-type: none"> Due May 1 by 11:59 PM; 150 pts.
Evaluation	1370 – 1233 = A 1232 – 1096 = B 1095 – 959 = C <958 – fail	Weekly Tests 12x60 = 720 pts. Weekly Discussion Board 10x40 = 400 pts. Test Critique = 100 pts. Assessment Report – 150 pts. Total 1370 pts.
	Lack of Professionalism – Deduction of one letter grade on the final grade. (See below for expectations for Professionalism.	



STUDENT GUIDELINES

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: You may take full benefit of technology during instruction. Many links to websites will be offered to allow you to explore information beyond our text. PowerPoints will be supplied to aid you in your readings in the text, both accessible on the Navigation Pane of BlackBoard and in DocSharing. I will post notes/lectures this way as well.
 - Technology during exams: All technology may be used during exams, which are untimed and you may take each exam at your own pace, following submission deadlines.
 - Technology in emergencies: In an emergency, you may need additional time to complete an assignment; you will be given the new deadline. If it is a personal emergency, I require that you contact me to let me know details of your emergency, so that other accommodations may be provided.
 - Visitors in the Classroom- Only registered students may access class on BlackBoard. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
- With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for **both** absences. The faculty will decide both the first and second absences are excusable. If one or both are disallowed, the letter grade drop will occur.
- A drop of a letter grade will occur for each subsequent absence.
- Tardiness for client sessions is not tolerated. Total time of tardiness will be tallied and may be added up to equal an absence.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.