TEXAS STATE UNIVERSITY
COURSE ADDITION FORM

1. Effective Semester: Fall 2016

2. College: Education
3. Department/School/Program: Counseling, Leadership, Adult Education and School Psychology

4. Prefix/Subject Number
   C O U N 5 3 3 0

5. Course Title:
   Proposed Long: Assessment Applications in Child & Adolescent Counseling
   Abbreviated (18 characters only including spaces):
   A S S E S S C H & A D O L

6. Course Description (complete sentences in 50 words or less): This course emphasizes a hands-on approach to the assessments most frequently used by school counselors and child and adolescent counselors. Topics include assessment measures, statistical and research concepts, program evaluation and interpretation. Implications for counseling are also addressed.

7. Prerequisites (Including Minimum Grade Required): COUN 5328, COUN 5368

8. Co-Requisites (Including Concurrent Enrollment Allowed):

9. Restrictions:
10. Course Data

<table>
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<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
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<tbody>
<tr>
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<td>2-Lab</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<td>0-Individualized</td>
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<td>C-Clinical</td>
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<th>Writing Intensive?</th>
<th>Topics Course?</th>
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<td>Yes</td>
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<td>No</td>
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Valid Grade Mode (choose only one) (See PPS 4.07 for definitions.)

- Standard Letter
- Credit/ No Credit
- Leveling/Assistantships/ESL
- Developmental

11. Justification for the course action:

Degree: MA  Major: Professional Counseling

The school counseling emphasis within the Professional Counseling degree program will better prepare its graduates with an assessment course which focuses on the school setting, specific to children and adolescents. This new course is part of a long range redevelopment of the school counseling program to meet market changes.
12. Course Goals and Objectives:

Student Learning Outcomes:

a. Identify historical perspectives concerning the nature and meaning of assessment
b. Demonstrate understanding of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
c. Demonstrate knowledge of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)
d. Articulate social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations
e. Demonstrate an understanding of the coordination process and reasons for referral for special education testing including all of the following:
   a. the impact of diversity issues;
   b. to understand and interpret a special education test battery;
   c. to understand the organization and purpose of the DSM and the counseling implications of the most often used DSM diagnoses in Special Education Reports and those typically seen in school aged children.
f. Demonstrate a plan to reflect an understanding of the issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide, and drug and alcohol abuse by students and/or family members)
g. Demonstrate a working knowledge and hands-on application of current and emerging technology in education and school counseling to assist students, families, and educators using resources that promote informed academic, career, and personal/social choices.

13. Description of Instructional Methodologies:

This course will include lecture, discussion, hands-on experiential activities with testing and assessment materials, and clinical report writing.

14. Assessment of Student Learning:

1. Midterm Exam: (75 points)
2. Final Exam: (75 points)
3. Test Instrument Critique: Students are expected to research and complete a critique of a known/established assessment instrument. Student will administer it to an appropriate age minor, scored and provide a written interpretation. APA format required. (75 points)
4. Group presentation: Student teams will be established to complete an applied measurement project involving identification of a problem and research related to the selection of an appropriate test instrument. Students are encouraged to use creative means to promote lively presentations and discussions. This will include a DSM diagnosis and suggested treatment. (25 points)

Course grades will be earned/assigned as follows:

- **A** 95% - 100%
- **B** 85% - 94%
- **C** 75% - 84%
- **D** 65% - 74%

### 15. Course Outline:

| Week 1: Introductions, Syllabus; Ethics & Professional Standards; Involving Families and Diversity | Week 9: Assessment of Adaptive Skills, Behaviors in Classroom |
| Week 2: Statistical Concepts: Norms & Test Scores; Reliability & Validity | Week 10: Interpreting Tests & Report Writing |
| Week 3: Basic Concepts of Standardized and Non-standardized Testing and other assessment techniques | Week 11: Coordination & Process of Special Education Referrals |
| Week 4: Individual and Group Testing | Week 12: Issues Affecting the Development and Functioning of Children and Adolescents (abuse, trauma, divorce, etc.) |
| Week 5: Environmental Assessment and Behavioral Observations | Week 13: Research: Elements of robust research |
| Week 6: Assessment of Achievement & Development | Week 14: Assessing Best Practices and Evidence Based |
| Week 7: Assessment of Cognitive Development; Implications for student placements (IEP’s & Gifted and Talented) | Week 15: Action Research; Program Evaluation & Data Collection |
| Week 8: Midterm Examination | Week 16 (Finals Week): Final Exam |

### 16. Suggested Textbook(s) and Other Learning Resources:


17. Bibliography:


Buros Institute of Mental Measurements: [http://www.unl.edu/buros/bimm/index.html](http://www.unl.edu/buros/bimm/index.html)


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)