Counselor Education Program

The off-campus Counselor Education Program (CEP) is an integrated program, which prepares professional school counselors and licensed professional counselors. It is based on a Freirian model of education where everyone has equal responsibility for the success of each class and the program. The CEP fosters networking and cooperation as opposed to competition. The CEP requires high standards of integrity and academic rigor. Since the MEd in Counselor Education is a professional degree, it balances academic rigor with ample practice. The classes require a great deal of reading and are conducted as seminars. Students come to the table ready to integrate their life experiences with their reading in a learning community. The CEP has an emphasis on diversity, culture, language, and issues of privilege and oppression.

Required


General Description

COUN 5367 Appraisal Techniques includes but is not limited to the study of the principles, concepts, and procedures of systematic appraisal and assessment of an individual’s attitudes, aptitudes, interests, and personal characteristics. Students study standardized testing, measurement, and types and uses of assessment instruments. This course involves the
investigation of the principles of test administration and the skills for interpreting test scores. This course introduces students to the computer-assisted administration of assessment instruments.

*COUN 5367 Appraisal Techniques* introduces students to the place assessment has in educational, clinical, and counseling settings, and in business and industry. This course introduces students to the principles of test design and the process of test development. Students become knowledgeable of the issues of validity and reliability when choosing and interpreting assessment instruments. Students learn the principles of test analysis and a variety of analytic procedures. Students learn issues around test bias and the ethics of choosing appropriate assessment instruments. Students consider the ethical and legal issues regarding the use of evaluative instruments for students whose first language is not English. Students become familiar with the descriptive and inferential statistics needed to understand studies in test design, evaluation, and publication.

**Cognitive.** The cognitive components of this course include but are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with peers and professor in a learning community. Students acquire knowledge, abilities, and skills in becoming successful group members and leaders. They will be able to modify group theories and practices to address issues of culture, diversity, and historical privilege and oppression. They will expand their knowledge, abilities, and skills to facilitate the success of group members whose first language is not English.

**Affective.** The affective components of this course include but are not limited to bringing life experiences to the table when they enhance the dialogue. Students keep journals on reflections regarding the experiences in this course, especially, their participation in the psycho-educational group sessions as members and leaders.

**Professional.** The professional components of this course include but are not limited to demonstrating appropriate boundary setting, self-disclosure, and good judgment especially in their participation in the psycho-educational group as members and leaders. Students will be able to modify group theories, strategies, and techniques to meet a diverse group membership. They will consistently demonstrate legal and ethical behavior and demonstrate awareness of the limits of confidentiality as members or leaders of groups.

**Competencies & Assumptions**

*Professional counselors:*

- Understand the principles of testing and measurement and can identify the characteristics of a quality measurement instrument;
- Comprehend the construction of instruments of achievement and personality and the purpose and appropriate use of each;
- Grasp basic statistical constructs such as linear and nonlinear transformations and linear regression;
- Understand issues related to reliability, standard error, and confidence intervals as they apply to the interpretation of assessment results;
• Can explain inferential statistics for the purpose of understanding peer reviewed research articles and assessment characteristics and test scores;
• Can understand ANOVA when they see it in test outcome explanations and peer reviewed journal articles;
• Understand the historical development of validity including the move to include criterion and content validity into the umbrella concept of construct validity;
• Become committed to the legal and ethical use of assessment instruments;
• Appreciate the advantages and disadvantages of different types of tests, items, formats, and scoring systems;
• Can evaluate the design of educational and psychological tests and select appropriate educational and psychological tests;
• Understand the implications of gender, culture, language, history of oppression, and other issues of context on the appropriate use and interpretation of measurement instruments;
• Understand and recognize test bias and become acquainted with the issues of fairness in testing.

Based on these assumptions, students will work successfully:
• To understand the principles of testing and measurement and to identify the characteristics of a quality measurement instrument;
• To comprehend the construction of instruments of achievement and personality and the purpose and appropriate use of each;
• To master basic statistical concepts and to become familiar with more sophisticated statistical constructs such as linear and nonlinear regression for the purpose of understanding test results;
• To understand issues related to reliability, standard error, and confidence intervals;
• To explain the meaning of test and research results including those representing inferential statistics in general and ANOVA in particular;
• To understand the historical development of validity including the move to include criterion and content validity into the umbrella concept of construct validity;
• To appreciate the advantages and disadvantages of different types of tests, item formats, and scoring systems;
• To be prepared to evaluate the design and selection of educational and psychological instruments;
• To understand the implications of gender, culture, language, history of oppression, and other issues of context on the appropriate use and interpretation of measurement instruments;
• To know when an assessment instrument is biased by perusing the test manual, the published studies regarding the instrument, and the local information regarding the instrument’s common, local use;
• To become comfortable with judging whether an assessment instrument can be used legally and ethically in specific circumstances.
Pedagogy

5367-Appraisal Techniques uses a Freirian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the formation of the learning community which leads to the success of this course. The roles of professor and students are different; their responsibilities are equally salient. In addition, the professor believes that life experiences appropriately brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course and in the Counselor Education Program.

The role of the professor is to come to class prepared, to facilitate conversation, and to pace the process. The role of students is to come to class having mastered the readings in order that they can have a scholarly conversation with their classmates and the professor in a learning community. Students are required to integrate the readings with their professional lives.

Evaluation/Grading

5367-Appraisal Techniques uses a modified contract system for grading. If students are not meeting course requirements, the professor will have a private conversation with them. Students will be asked to make an appointment with the professor; the situation will be addressed, and solutions will be documented.

All written assignments are required to be written according to APA Manual (2010) format and in Times New Roman, 12-point, and double spaced. All written assignments are submitted in formal, academic language.

If students are absent two times, their grades will be reduced by one grade. If students are absent three times, they will receive a failing grade. Tardiness and lack of engagement can also reduce a grade at the discretion of the professor.

Incompletes

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final grade. If there is an acceptable reason for not being able to complete all assignments on designated due date, an incomplete will be awarded until all assignments are successfully completed in accordance with the policies and procedures of the University of Saint Thomas.

Retention

Professional Qualities

For retention in 5367-Appraisal Techniques and the on-campus Counselor Education Program students are required to “demonstrate the professional qualities and personal commitment necessary for success in a program designed to develop . . . professional counselors” (School of Education Catalog (2010-2012, p. 2). In other words, students are required to practice academic rigor, social generosity, and demonstrate the personal, physical, and mental health expected in
the counseling profession. The emotional and mental health of professional counselors is essential to their functioning in a legal, ethical, confident, and competent manner. The responsibility of gate keeping on the part of the director of the Counselor Education Program at the University of Saint Thomas protects the students, the degree, and the profession.

**Honor System**

The on-campus Counselor Education Program functions on the honor system. Students are expected at all times to meet the requirements of the honor system, which includes but is not limited to practicing the ACA Code of Ethics (2005).

**Integrity**

Integrity is the most important quality for success in the Counselor Education Program at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, affective, and social activities. Integrity implies that students become familiar with and practice at all time the ACA Code of Ethics (2005).

Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. The professor has the discretion to fail students in courses or dismiss students from the Counselor Education Program for the violation of integrity.

**Plagiarism**

Plagiarism is taking credit for any thought, idea, or written or spoken work that does not come from the student writing the paper or presenting the oral assignment. Plagiarism is a serious offense that will result in students’ failing the course or being dismissed from the Counselor Education Program at the discretion of the professor.

There must be a one-to-one correspondence between what is cited in the body of the text and what is placed in the references. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA notation. If quoting no more than 40 words, students are required to use quotation marks and provide sources and page numbers. If quoting more than 40 words, students must indent and provide the sources and page numbers. Quotation marks are not used. A whole lot of copying is not considered Master’s Level Work even if it is noted properly.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.
Copying from other papers, which you have written, without using proper APA (2010) notation is also plagiarism. The rules are the same as above. If quoting no more than 40 words, students are required to use quotation marks and provide sources and page numbers from the original document. If quoting more than 40 words, students must indent and provide the sources and page numbers. Quotation marks are not used in the latter case. A whole lot of copying is not considered graduate level work even if sources are noted properly.

Plagiarism is a serious violation of integrity. It is not tolerated in the on-campus Counselor Education Program. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted with clients. The professor has the discretion to dismiss from the on-campus Counselor Education Program students who engage in plagiarism.

**Discipline, Commitment, Focus**

Success in 5367-Appraisal Techniques and in the Counselor Education Program requires personal discipline, commitment to academic excellence and professional development, and focus on excellent performance in all areas of professional practice. Successful students with these characteristics understand what plagiarism is and never use it for any reason.

**Language Diversity**

The University of Saint Thomas values the speaking of more than one language. The on-campus Counselor Education Program is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is available to assist students who might need help with spoken or written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the on-campus Counselor Education Program.

**Americans with Disabilities Act**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to facilitate equal and optimal access in the on-campus Counselor Education Program. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disabilities or needed accommodations. In addition, students must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

Students with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course and the on-campus Counselor Education Program are required to speak to the professor during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162.
It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. When students come to take standardized tests for professional school counselor or licensed professional counselor, they will be required to show documentation of accommodations which had been made in graduate school.

**Course Requirements**

**Class Attendance, Preparation, and Participation (10%)**
Students are expected to attend all sessions, arrive on time to class, and participate in all class discussions in a professional manner. Any unprofessional behavior, non-participation, or surfing/chatting on the internet will result in less credit for the CAPP portion of the grade (10%). Late arrival and leaving early is not acceptable and will result in lowering of grade. Three absences will result in failing the course.

Students are required to be present for and participate in all class discussions. All assigned readings are expected to have been completed at the time class begins.

**Research Presentation (35%)**

The following information is required to be included in your presentation:
- Name of Instrument
- Publisher of Instrument
- Level of Preparation Required to Use Instrument
- Category of Instrument
- History and Most Current Edition of Instrument
- Standardized or Non-Standardized Instrument Information
- Scoring Procedures
- Validity Information
- Reliability Information
- Populations for Whom This Instrument Is Appropriate
- Populations for Whom This Instrument Is Not Appropriate

**Research Paper (35%)**

Students will write a paper on the assessment instruments that they presented or will present in class. Sections for this paper will be the same as bulleted for the research presentation. This paper should be between 6-10 pages in length, APA format. At least 6 peer reviewed journal articles should be utilized as sources. The articles could include research on validity and reliability, populations for whom the instrument is appropriate, or any other psychometric or
practical aspect of the instrument. Students should bring a hard copy of this assignment to class on the last class date.

- Graduate Record Examination (GRE) – student presentation
- Miller Analogies Test (MAT) – student presentation
- Scholastic Assessment Test (SAT) – student presentation
- ACT Assessment (ACT) – student presentation
- Beck Depression Inventory (BDI) – student presentation
- Woodcock-Johnson Psycho-Educational Battery (WI) – student presentation
- Minnesota Multiphasic Personality Inventory (MMPI) – student presentation
- Rorschach (H&H) – student presentation
- Myers-Briggs Type Indicator (Efren)
- Stanford-Binet Intelligence Scale (S-B) -- student presentation
- Wechsler Intelligence Scale for Children (WISC) – student presentation
- Kaufman Assessment Battery for Children (K-ABC) – student presentation
- California Psychological Inventory (CPI) – student presentation
- Behavior Assessment System for Children (BASC-2)

**Final Examination (25%)**

Due 05/05/2014 @ 6pm.

The final exam will be a 2 1/2 hour timed, comprehensive exam given online the day after the last class meet date.

**Grading**

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<tr>
<th>Assignments</th>
<th>Percentages</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Blackboard</td>
<td>05%</td>
<td>A= 94-100%</td>
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<tr>
<td>CAPP</td>
<td>10 %</td>
<td>A=90-93%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>25 %</td>
<td>B+=88-89%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35%</td>
<td>B=84-87%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>B-=80-83%</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td>C+=78-79%</td>
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<tr>
<td></td>
<td></td>
<td>C=74-77%</td>
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<td></td>
<td></td>
<td>C-=70-73%</td>
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## Essay Rubric

**Directions:** Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

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<tr>
<th>Traits</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Focus &amp; Details</td>
<td>There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.</td>
<td>There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.</td>
<td>There is one topic. Main ideas are somewhat clear.</td>
<td>The topic and main ideas are not clear.</td>
</tr>
<tr>
<td>Organization</td>
<td>The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.</td>
<td>The introduction states the main topic and provides an overview of the paper. A conclusion is included.</td>
<td>The introduction states the main topic. A conclusion is included.</td>
<td>There is no clear introduction, structure, or conclusion.</td>
</tr>
<tr>
<td>Voice</td>
<td>The author’s purpose of writing is very clear, and there is strong evidence of attention to audience. The author’s extensive knowledge and/or experience with the topic is/are evident.</td>
<td>The author’s purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author’s knowledge and/or experience with the topic is/are evident.</td>
<td>The author’s purpose of writing is somewhat clear, and there is evidence of attention to audience. The author’s knowledge and/or experience with the topic is/are limited.</td>
<td>The author’s purpose of writing is unclear.</td>
</tr>
<tr>
<td>Word Choice</td>
<td>The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.</td>
<td>The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.</td>
<td>The author uses words that communicate clearly, but the writing lacks variety.</td>
<td>The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.</td>
</tr>
<tr>
<td>Sentence Structure, Grammar,</td>
<td>All sentences are well-constructed and have varied structure</td>
<td>Most sentences are well-constructed and</td>
<td>Most sentences are well-constructed, but</td>
<td>Sentences sound awkward, are distractingly</td>
</tr>
<tr>
<td>Mechanics, &amp; Spelling</td>
<td>and length. The author makes no errors in grammar, mechanics, and/or spelling.</td>
<td>have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.</td>
<td>they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.</td>
<td>repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.</td>
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### Reviewer’s Comments

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### Calendar of Reading and Writing Assignments

**Group Leader Schedule**

All reading assignments are taken from:

**03-12-2015**

**Introduction**  
**Syllabus & course information**

**03-26-2015**

**CH. 1-3**
- Basic Assessment Concepts
- Historical Foundations & Perspectives of Assessment
- Legal, Ethical, & Diverse Foundations & Perspectives in Assessment

**04-02-2015**

**CH. 4-6**
- How Tests are Constructed
- Selecting, Administering, Scoring, and Interpreting Tests
- Reliability

**04-09-15**

**CH. 7-9**
- Validity
- Clinical Assessment & Diagnosis
• Personality Assessment
• Behavioral Assessment

04-16-2015 – Research Assessment Presentations

04-23-2015 – Research Assessment Presentations

04-30-2015
CH. 10-14
• Assessment of Intelligence
• Assessment of Other Aptitudes
• Assessment of Achievement
• Assessment of Career Counseling