The Southern Association of Colleges and Schools Commission on Colleges (SACScoc) requires COUN 5367 Appraisal Techniques to be responsible for 42 clock hours of class time and 3 clock hours of final examination time. There will be 6 face-to-face classes, namely, March 12, 26 and April 9, 16, 23, 30. Three hours will be spent with the on-line class on April 2. The 3-hour, final examination will be taken on May 7, 2015. Blackboard classes are completed sometime during the week as indicated in the syllabus. Each student is required to spend 21 hours (3 hours each week) on the supplemental reading (all reading not from the textbook face-to-face chapters), practice assignments, and discussing of Blackboard textbook assigned chapters. Textbook reading assignments for face-to-face classes, the on-line class on April 2nd, or the writing of the assessment assignment are not to be logged as time spent outside of class. Students will complete a log of their out-of-class clock hours each week, which will be submitted by email to the professor.

**Professor:** Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC

**Office Hours:** Malloy Hall 115  
713-525-3552  
faubert@stthom.edu  
Off-Campus Site: Thursday between 4:30 PM and 5:00 PM

**Place and Time:** Houston Community College  
Thursdays 5:00 PM to 8:00 PM face-to-face

**Required Text**


**Required Format for All Academic Assignments**


**Equipment**

Laptops are required in each class. You have access to a calculator *via* your laptop.
General Description of Course

*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 instruments have in assessment and diagnosis. Students become familiar with the principles of test design and the process of test development. Students become knowledgeable of the issues of validity and reliability. Students learn validity issues regarding test bias. Students gain knowledge of the principles and procedures of test analysis. 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 peer-reviewed publications.

**Competencies**

The professional counselor is able to assess the characteristics of students and clients, describe the needs and potentialities of individuals, identify individual differences, and record and disseminate the resultant data and recommendations.

The counselor is a skilled professional who is able to:

1. Discuss historical and current perspectives concerning the nature, meaning, and purposes of assessment.
2. Understand basic measurement and evaluation concepts essential to the use of appraisal instruments.
3. Determine the appropriateness of assessment instruments for use in various situations.
4. Identify and avoid major sources of assessment error.
5. Plan and organize a comprehensive assessment program to assist in needs assessment, case conceptualization, and diagnosis appropriate to the counseling setting.
7. Interpret and evaluate results of assessment protocols.
8. Utilize assessment data to guide diagnostic impressions, case conceptualization, and the resulting counseling process.
10. Discuss strengths and limitations of the use of technology in assessment and diagnosis.
Performance Guidelines

The professional counselor provides evidence of competence by demonstrating ability to:

1.1 Summarize the history of assessment.
1.2 State critical incidents in the origin and evolution of assessment.
1.3 Discuss uses of assessment in schools, colleges, universities, and community mental health settings.

2.1 Understand measures and characteristics of central tendency, such as normal curve and normal distribution, frequency distribution, skewness and kurtosis, mean, median, and mode.
2.2 Understand measures of variability, such as range, standard deviation, and variance.
2.3 Understand derived scores such as grade equivalent scores, percentile rank, and standard scores.
2.4 Understand various types of tables and graphs.
2.5 Understand measures of linear and nonlinear relationships or correlations.
2.6 Understand concepts related to validity including content validity, criterion-related validity, construct validity, convergent validity, discriminant validity, incremental validity, face validity, and interpretive validity.
2.7 Understand concepts related to reliability including test-retest reliability, alternate forms reliability, split-half reliability, and internal consistency reliability.
2.8 Understand basic concepts of assessment and testing related to:
   2.8a normative-referenced assessment (instruments that compare a single test taker’s score to that of a large group of test takers);
   2.8b criterion-referenced assessment (instruments that compare a single test taker’s score to a specified domain such as knowledge or skill);
   2.8c performance assessment;
   2.8d environmental and person-environment interaction assessment;
   2.8e behavioral observations; and
   2.8f group versus individual assessment methods.

3.1 Have a working knowledge of assessment instruments related to:
   3.1a career planning and decision making (interests, career, work values, and maturity);
   3.1b intelligence, aptitude, and achievement;
   3.1c personality, emotional disturbance, stress, and wellness;
   3.1d screening for concerns related to harm to self or others, addiction, or co-occurring conditions, and
   3.1e needs assessments.
3.2 Demonstrate a working knowledge of assessments most often used within one’s work setting.
3.3 Demonstrate a working knowledge of assessments most often used within one’s populations of interest (children, adolescents, adults, people with mental illness or addictions, counseling students, family systems.)
3.4 Utilize information regarding an instrument’s purpose, reliability, and validity to inform selection.

4.1 Consider the construct to be measured and the test taker’s emotional, physical, and mental capacities and well-being when selecting assessment methods.
4.2 Provide orientation for the test taker being assessed prior to and following the administration of the assessment instrument.
4.3 Avoid administrative error by administering assessments under designated standardized conditions.
4.4 Interpret assessment results with the test taker being assessed with attention to use of appropriate ranges and avoidance of stereotypical labels and overgeneralizations.
4.5 Interpret possible effects of repeated administrations or changes in the test taker on assessment results.
4.6 Interpret possible effects of content error (instrument items do not comprehensively represent the characteristic being assessed) on assessment results.
4.7 Interpret possible effects of situation error (environment or conditions during administration) on assessment results.
4.8 Apply appropriate norms to the interpretation of scores including:
   4.8a age-relevant comparisons;
   4.8b gender-relevant comparisons;
   4.8c socioeconomic relevant comparisons; and
   4.8d recognition of the dangers of generalizing to populations not included in the established norm groups.
4.9 Consider the influence of culture-specific values and test taker characteristics on the assessment process with particular attention to age, gender, sexual orientation, race, ethnicity, socioeconomic status, educational experience, native language, disability, and spirituality.
4.10 Discuss the limitations of the assessment device being utilized.

5.1 Utilize clear strategies for selecting, administering, and interpreting assessment and evaluation instruments.
5.2 Incorporate non-test data into the assessment process, including existing records, biographies/histories, observations, structured interviews, rating scales, and information gathered from family members, teachers, physicians, or referral agencies.
5.3 Incorporate a variety of meaningful data into the overall conceptualization of the test taker that is both non-theory and theory specific, including but not limited to:
   5.3a demographic data (chronological and developmental age, gender, ethnicity, relationship status, educational achievement, living conditions, and appearance);
   5.3b interpersonal dynamics and attitudes;
   5.3c environmental stressors and supports; and
   5.4 d level of intellectual, cognitive, behavioral, and emotional functioning.

6.1 Maintain current knowledge regarding instruments that are appropriate for:
   6.1a the characteristics of the client, system, or population being assessed;
   6.1b the construct being evaluated;
6.1c the purpose of the evaluation (needs assessment, program evaluation, diagnosis, screening), and
6.1d variations in English language facility, cultural differences, educational level, experiential background, motivation, physical capacity, and speed capacity for completing the assignment including the cultural attitude placed on speed of response.
6.2 Utilize assessment instruments that have documented evidence of reliability and validity based upon the most up-to-date technical information regarding that instrument.
6.3 Provide an appropriate assessment environment (comfortable room temperature, optimal lighting, adequate seating, and minimal distractions).
6.4 Utilize appropriately trained personnel for test administration, scoring, and interpretation.

7.1 Follow standardized procedures for test administration, scoring and interpretation.
7.2 Prepare charts, tables, graphs, or profiles displaying assessment data.
7.3 Organize assessment data from several sources into a meaningful format.
7.4 Write an assessment report that is useful to persons concerned with the growth and development of the test taker.
7.5 Consider cultural, racial, ethnic, and other individual differences that may impact the evaluation process.
7.6 Conduct data interpretation interviews with relevant persons (test takers, parents, guardians, teachers, administrators or agency personnel).
7.7 Conduct group sessions in which test takers process results of assessment devices or techniques.

8.1 Utilize the most current edition of the American Psychiatric Associations Diagnostic and Statistical Manual of Mental Disorders.
8.2 Utilize the most current edition of the Classification of Child and Adolescent Mental Diagnoses in Primary Care: Diagnostic and Statistical Manual for Primary Care (DSM-PC)
8.3 Use assessment data to:
   8.3a identify gifted, highly creative, and other exceptional persons;
   8.3b identify students or clients who may be experiencing mental or emotional disorders or who may otherwise present a risk or harm to self or others;
   8.3c inform decisions regarding level and type of counseling services;
   8.3d arrive at decisions concerning the educational, vocational, or psychological placement of students or clients;
   8.3e develop and enhance programs;
   8.3f facilitate client self-awareness; and
   8.3g enhance understanding of a student or client.

9.1 Follow relevant legal and ethical codes and practices pertaining to assessment and evaluation including:
   9.1a Section E: Evaluation, Assessment, and Interpretation in the ACA Code of Ethics (2014)
   9.1b legal and ethical codes and practices specific to the State of Texas.
9.2 Follow professional practice guidelines related to assessment and evaluation including:
   9.2a Association for Assessment in Counseling and Education’s Responsibilities of Users of Standardized Tests (2004)
   9.2b Joint Committee on Testing Procedures (JCTP) Code of Fair Testing Practices in Education (2004); and
   9.2d other professionally recognized published information and standards regarding tests and assessment.

9.3 Recognize the limits of professional competence and perform only those functions that are commensurate with professional training, credentials, and available supervision.

9.4 Maintain updated records and assessment forms.

9.5 Maintain the appropriate confidentiality of assessment and diagnosis results.

9.6 Refer to professional journals and publications to stay current regarding findings relevant to assessment.

9.7 Utilize professional journals and publications to obtain reviews of assessment instruments with particular attention to Mental Measurement Yearbook and Tests in Print.

10.1 Stay current with technological advances in electronic or computerized assessment and diagnosis applications, including but not limited to:
   10.1a online, interactive computer-assisted assessments and diagnostic evaluations;
   10.1b independent, computer-assisted software for administration, scoring, and interpretation of assessments and diagnostic evaluations; and
   10.1c wireless, computer, and personal, digital assistant (PDA) applications for administration, scoring, and interpretation of assessments and diagnostic data.

10.2 Examine the time and cost-effectiveness of computerized administration, scoring, and interpretation software programs.

10.3 Examine the accuracy of computer scoring programs for assessment and diagnosis.

10.4 Determine the validity of pre-programmed interpretations in regard to the test taker being evaluated.

10.5 Review computer-generated interpretations of assessment profiles and diagnostic criteria.

10.6 Determine the limitations to maintaining the confidentiality of computer-assisted assessment and diagnostic data; take the necessary precautions to protect the rights and welfare of the client.

Adapted from:

Pedagogy

COUN 5367 Appraisal Techniques uses a Freirian model as its pedagogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to come to class prepared, pace the class, to present and explain pertinent content, and to facilitate conversation. The role of students is to come to the table having mastered the readings and research in order that they can have a scholarly conversation with their colleagues and the professor in a learning community. A scholarly conversation includes and is not limited to integrating the readings with their professional lives.

Evaluating and Grading

Contract

This syllabus is the legal contract for COUN 5367 Appraisal Techniques. The professor and students have the obligation to meet its requirements. On the other hand, the contract can be renegotiated at any time at the discretion of the professor after consulting with a student.

Course Grade

1. Mean of attendance in class and on-line 20%
2. Mean of Quizzes administered during the first 30 minutes of face-to-face classes 20%
   Final Examination 60%
   (Twenty percent of the final examination grade is the grade on the assessment assignment)

   A  92% to 100%  4.00
   A-  90% to 91%  3.75
   B+  88% to 89%  3.50
   B   82% to 87%  3.00
   B-  80% to 81%  2.75
   C   70% to 79%  2.00
   F   Below 70%  0.00

In summary, to succeed academically in this course:

1. Students come to the face-to-face class with their readings and assignments completed.
2. Students are faithful to their readings and conversations on Blackboard.
3. Students engage actively in the face-to-face class.
4. Students do well on the quizzes, which begin each face-to-face class.
5. Students succeed in the final examination.

On-Time Requirements for Assignments

All assignments must be submitted on the date required by the syllabus. If students cannot meet these dates for very good reasons, students and professor may renegotiate the due date for assignments. The student and professor must have this conversation before the assignment is due.

Incompletes

Incompletes are given only at the discretion of the professor for serious reasons. A discussion between student and professor must precede the decision to obtain an incomplete. The agreement must be in writing and signed by student and professor.

Final Examination

The comprehensive final examination will take place at 5:00 PM on May 7, 2015 and last until 8:00 PM. The essay responses will be written on a laptop, and emailed to faubert@stthom.edu. Any mathematics or objective questions, for example, matching columns or multiple choice, will be on paper provided by the professor. Any violation of integrity related to the taking of the final examination will result in failure in the course.

Nature of Graduate Work

Graduate work is qualitatively different from undergraduate work. Graduate work involves more than giving back what is read or discussed. In addition to a comprehensive understanding of the domain of this course, it requires integration and depth. Graduate work requires students to draw from their lived experiences and correlate them with their professional experiences. Graduate work demonstrates creativity and innovation, especially when considering professional issues and planning interventions. Graduate work is comprehensive, research based, and founded on sound philosophical underpinnings. Graduate work prepares students to work effectively in the vocation of counseling as beginning, confident, and competent professional counselors.

The final examination is a comprehensive, final examination. Since this is a foundational course in assessment, there will be some factual responses required. There will be application of content and process in the domain of this course. Integration, creativity, and depth are indications of graduate work.

Graduate work in professional counseling provides students with an opportunity to practice boundary setting. Students decide what is appropriate to share and what they feel comfortable sharing. Boundary violations are one of the most significant reasons for
professional counselors to lose their credentials. This class will give students the opportunity to share on levels they feel comfortable and to practice boundary keeping.

Retention in COUN 5367 Appraisal Techniques

For retention in COUN 5367 Appraisal Techniques students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of St. Thomas School of Education Academic Catalog).

This course functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail a student who violates the honor system. The professor must be able to trust students; therefore, students must demonstrate trustworthiness at all time and in all circumstances.

Integrity

Integrity is the most important quality for success in this class. Integrity requires students to be authentic and honest in all academic and affective work and in their relationships with others. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2014) of the American Counseling Association and the Ethical Standards for School Counselors (2010) of the American School Counselor Association.

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. Consequently, the professor has the discretion to fail in this course students, who, in her professional judgment, violate their integrity.

Plagiarism

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will result in a student’s failing this course. When writing any paper, reference information, websites, books, etc. The APA Manual (2010) rules for citing and referencing must be followed.

If a student paraphrases an idea, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that a student has written in the past, or change a few phrases here and there.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If students quote no more than 40 words, students are required to use quotation marks and provide the page number(s). If students quote more than 40
words, they must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if you cite it properly.

Copying a paragraph or more or 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 you write. 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 a student has written without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as above. If a student quotes no more than 40 words, the student is required to use quotation marks and provide the page number(s) from the student’s original document. If a student quotes more than 40 words, the student must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if the quotations are cited properly. Plagiarism is a violation of integrity.

The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be give credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08,
for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

**Self-plagiarism.** Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

**Language Diversity**

The professor of this course values the speaking of more than one language. The professor of this class is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their native language and in preparation to work with clients for whom English is not their mother tongue. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

**Americans with Disabilities Act**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal success in this course. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student 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. This protects students’ legal rights.

The University Office for ADA Compliance may ask for evidence of disability and specific accommodations as requested. All information regarding accommodations is
confidential. Students may see the professor before or after class or request time to discuss any matters found on the recommendations of the University of Saint Thomas Office for ADA Compliance.

**Course Requirements**

**Attendance and Participation**

Students are expected to be present for and participate in all class discussions. All assigned readings are expected to have been completed at the time class begins. Students are required to be present for each face-to-face class, the on-line class on April 2, 2015, and for every weekly assignment on Blackboard. Being late for class is not acceptable; if students are late for class, they will be given the remainder of the 30-minutes for the quiz; they will not be given the full 30 minutes.

**Learning Community/Learning Groups**

This class functions as a learning community. Everyone is teacher, and everyone is learner. Much face-to-face class work will be done in learning groups assigned by the professor.

**Quizzes in Face-to-Face Classes**

Students will begin each face-to-face class with a 30-minute written quiz. The mean of the 5 quizzes (26 March, 9, 15, 23, 30 April) will count as 20% of the final grade. The quizzes will be based on the assigned readings, the work of the previous class, or what has been discussed on Blackboard. Laptops must be used for any essay questions. These quizzes will be emailed to the professor at faubert@stthom.edu at the end of the 30 minutes. When paper is needed for a quiz, it will be provided by the professor. Students may use either Google calculators or hand-held calculators for these quizzes.

**Assessment Instruments Assignment**

The assessment instruments addressed in Erford (2013) are as follows:

*Personality Assessments:*
- Revised NEO Personality Inventory (NEO-PI-R)
- 16 Personality Factors (16PF) Questionnaire
- Myers-Briggs Type Indicator – Form M (MBTI) – Catherine Massey
- Jackson Personality Inventory – Revised (JPI-R)
- Piers-Harris Children’s Self-Concept Scale – Second Edition (Piers-Harris-2)

*Projective Approaches:*
- Rorschach (H&H) – Chelsea Green
- Thematic Apperception Test (TAT)
- Children’s Apperception Test – 1991 Revision (CAT)

This syllabus was developed by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
Roberts Apperception Test for Children – Second Edition (Roberts-2)
House-Tree-Person (H-T-P) Projective Drawing Technique – Tatiana Salvo
Kinetic Drawing System for Family and School (KDS) – Karina Sapon
Forer Structured Sentence Completion Test (FSSCT)

Some Commonly Used Clinical Assessment inventories:
Minnesota Multiphasic Personality Inventory (MMPI-2 and MMPI-A)
Millon Clinical Multi-axial Inventory-III (MCMI-III)
Achenbach System of Empirically Based Assessment (ASEBA)
Beck Depression Inventory (2nd ed.) (BDI-II) – Jamie Rufo
Beck Anxiety Inventory (BAI)
Substance Abuse Subtle Screening Inventory-3 (SASSI-3)
Eating Disorder Inventory-33 (EDI-3) – Maria Ochoa

Assessing Suicidal Intent:
Beck Scale of Suicide Ideation (BSS) – Lakisha Murray

Group Administered Tests of Intelligence and School Ability:
Otis-Lennon School Ability Test (OLSAT) – Dyonna Scott
Multidimensional Aptitude Battery – II (MAB-II)
Wonderlic Personnel Test (WPT)

Individual Screening Tests of Intelligence:
Slosson Intelligence Test – Revised (SIT R3) – Mary Spaulding
Wechsler Abbreviated Scale of Intelligence (WASI)

Individual Diagnostic Tests of intelligence:
The Various Wechsler Tests (WAIS-III, WISC-IV, WPPSI-III)
Stanford-Binet Intelligence Scales – Fifth Edition (SB-5) – Keri Amorosa

Commonly Used Admissions Tests:
Scholastic Assessment Tests (SAT) –
Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
American College Testing Assessment (ACT)
Miller Analogies Test (MAT)
Graduate Record Examination (GRE)

Multi-aptitude Batteries:
Differential Aptitude Test (DAT)
Armed Services Vocational Aptitude Battery (ASVAB)

Group Administered Multi-Skill Achievemnt Test Batteries or Surveys:
TerraNova-3
Iowa Test of Basic Skills (ITBS), Form C

This syllabus was developed by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
Individual Achievement Multi-Skill Test Batteries:
Wechsler Individual Achievement Test – Third Edition (WIAT-III)

Individual and Group-Administered Single-Skill Achievement Test for Reading:
Nelson-Denny Reading Test, Forms G and H
Slosson Oral Reading Test-Revised (SORT-R3)

Individual and Group-Administered Single-Skill Achievement Test for Mathematics:
KeyMath-3 Diagnostic Assessment (Key-Math-3 DA)
Slosson-Diagnostic Math Screener (S-DMS)

Individual and Group-Administered Single-Skill Achievement Tests for Written Expression:
Test of Written Language-Fourth Edition (TOWL-4)
Slosson Written Expression Tests (SWET)

Tests of English Language Proficiency:
Secondary Level English Proficiency Test (SLEP)
Test of English as a Foreign Language (TOEFL)
Michigan English Language Assessment Battery (MELAB) – Pamela Perez

Tests Measuring Interests:
2004 Strong Interest Inventory (SII)
Skills Confidence Inventory (SCI)
Kuder Interest Inventories
Self Directed Search (SDS)

Other Interest and Skill Inventories:
Abilities Explorer (AE)
Campbell Interest and Skill Survey (CISS)
Career Assessment Inventory: Vocational Version (CAI-VV) and Enhanced Version (CAI-EV)
Career Occupational Preference System (COPSystem) – Martha McNeil
Jackson Vocational Interest Survey (JVIS)
Kuder Skills Assessment (KSA)

Commonly Used Tests Assessing Values and Life Role Salience:
The Values Scale – Second Edition

Other Measures of Career Values and Life Role Salience:
Minnesota Importance Questionnaire (MIQ)
O*NET Work Importance Profiler (WIP)
Life Values Inventory (LVI) – Dominique Thomas
Salience Inventory

This syllabus was developed by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
Tests Used to Assess Career Development and Career Maturity:
Career Maturity Inventory (CMI) – Tabita Rudder
Career Decision Scale (CDS) – Jessica Zelaya
Career Thoughts Inventory (CTI) [p. 372]
Adult Career Concerns Inventory (ACCI)

Tests Introduced by the Professor
Kaufman Assessment Battery for Children (K-ABC)
Washington University Sentence Completion Test (WUSCT)

Directions for Assignment

1. During the first class students will choose an assessment instrument:

2. Students will write all parts of this assignment in Times New Roman, 12-point, and double-spaced. APA (2010) is required.

3. Students will provide a title page with APA (2010) format. The name of the document is the same as the name of the instrument.

4. On page 2, the name of the instrument is repeated as a heading, which is centered and not bolded. The headers on pages 2 and following differ from the header on page 1.

5. Students will provide the following information concerning the instruments they have chosen. They will use these as side headings, which are bolded:

   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
   Standardization Sample Information
   Scoring Procedures
   Validity Information
   Reliability Information
   Populations for Whom This Instrument Is Appropriate
   Populations for Whom This Instrument Is Not Appropriate

6. A formal reference page in APA (2010) format with at least 8 references is required. Students are reminded that a one-to-one correspondence is necessary between what is cited in the body of the text and what is placed on the reference page.

7. Students will write a 1-page reflection on what it was like to do this assignment.

This syllabus was developed by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
8. Students will submit this assignment as the first item in the final examination; it will be worth 20% of the final examination grade.

9. Students who need help may contact the professor via email or telephone at any time during the semester. The writing lab on campus can also be helpful.

**Face-to-Face Classes**

**03-12-15 (face-to-face class)**
Introduction
Syllabus
Erford (2013) Appendix B Responsibilities of Users of Standardized Tests (RUST)
(3rd ed) Association of Assessment in Counseling (AAC)
Texas Counseling Association: A Position on Testing and Assessment in Texas
Customer Qualification Levels
Nature and Use of Psychological Tests
Emic versus Etic
Freire’s Stages of Consciousness

**03-26-15 (face-to-face class)**
Erford (2013) Chapter 1 Basic Assessment Concepts
Erford (2013) Chapter 3 Legal, Ethical, and Diversity Foundations and Perspectives in Assessment
ACA Code of Ethics (2014)
ASCA Ethical Standards for School Counselors
United States District Court for the Northern District of Illinois, Eastern Division – July 7, 1980
Ricci et al v. DeStefano et al – Supreme Court of the United States

**04-09-15 (face-to-face class)**
Erford (2013) Chapter 4 How Tests Are Constructed
Scales of Measurement: Nominal, Ordinal, Interval, Ratio
Measures of Central Tendency: Mode, Media, Mean
Standard Deviation and Variance
Normal Curve
Confidence intervals
Norms and Meanings of Test Scores
Characteristics of a Good Test
Norm Referenced and Criterion Referenced Tests
Normative versus Ipsative Scores

This syllabus was developed by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
04-16-15 (face-to-face class)
Erford (2013) Chapter 6 Reliability
Reliability
Confidence Intervals
Reliability Summary
Reliability Practice
Standard Error of Measurement
Standard Error of Measurement (SE_m)

04-23-15 (face-to-face class)
Erford (2013) Chapter 7 Validity
Validity, Test Bias, Test Fairness, and Moderator Variables

04-30-15 (face-to-face class)
Erford (2013) Chapter 11 Assessment of Intelligence
Erford(2013) Appendix D AACE/ASCA Competencies in Assessment and Evaluation for School Counselors
Erford (2013) Appendix E AACE/AMHCA Standards for Assessment in Mental health Counseling
Nature of Intelligence

05-07-15 (face-to-face)
VIRTUAL IN-CLASS, COMPREHENSIVE, FINAL EXAMINATION

On-Line Class

04-02-15 (on-line class)
Erford (2013) Chapter 2 Historical Foundations and Perspectives of Assessment
Historical Antecedents of Psychological Testing
Activity

Blackboard Assignments

The general directions are posted on Blackboard under Discussions. They are repeated:

Class runs for 3 hours each for 6 weeks face-to-face and 1 week (April 2, 2015) in this discussion board (6 hours). This total number of hours is 24 hours.

The discussion board runs for 3 hours for 6 weeks (18 hours)

The final examination will be designed to take you the other 3 hours.

This is the 45 hours required by SACSco to meet the integrity of COUN 5367 Appraisal Techniques.

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In 7 weeks, it is humanly impossible to commit to long-term memory the content of this course. Hence, all work is open-book. To succeed with a graduate level grade (A or B), my suggestion is you read each assignment carefully and pay attention to the parts that are emphasized. The important thing to internalize is to understand the content.

The syllabus requires more reading than the textbook. There will be work covered in class not in the textbook. Students are required to master the understanding of all the work but not commit it to long-term-memory.

When writing in this discussion board, I expect you to apply what you are reading to your future role as a professional school counselor; this certification is a K-12 credential. I expect at least 50 words in each main thread. I expect each student to respond to 2 other students each week. Do not reply to the same 2 students each week. These can be comments, but they may not be “That was a great idea”, I expect substance and standard English.

You may notice Chapter 8 Clinical Assessment and Diagnosis is not assigned. This is because the DSM-5 has been published, and the DSM-IV-TR and the DSM-5 are very different except in the diagnosis of the Personality Disorders. Some of the domain of this chapter will be discussed in face-to-face classes.

All work is due midnight on the Friday of week it is assigned (27 March, 3, 10, 17, 24 April, 1 May).

03-23-15 to 03-27-15
Erford (2013) Chapter 9 Personality Assessment

03-30-15 to 04-03-15
Erford (2013) Chapter 10 Behavioral Assessment

04-06-15 to 04-10-15
Erford (2013) Chapter 12 Assessment of Other Aptitudes

04-13-15 to 04-17-15
Erford (2013) Chapter 13 Assessment of Achievement

04-20-15 to 04-24-15
Erford (2013) Chapter 14 Assessment in Career Counseling
Erford (2013) Appendix G AACE/NCDA Career Counselor Assessment and Evaluation Competencies

04-27-15 to 05-01-15-15
Erford (2013) Chapter 15 Assessing Couples and Families
Erford (2013) Appendix F AACE/IAMFC Marriage, Couple, and Family Counseling Assessment Competencies

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Professional Organization

Association for Assessment in Counseling (AAC)

Sources


Texas Counseling Association. (2004). *Texas evaluation model for professional school counselors* (2nd ed.). Austin, TX: Author

Books by or about Paulo Freire or His Pedagogy


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