School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
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<tr>
<td>Summer 2016</td>
<td>J. O. Cooper PhD.</td>
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<tr>
<td>Number</td>
<td>Telephone</td>
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<tr>
<td>COUN 5367</td>
<td>832-510-9038</td>
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<tr>
<td>Title</td>
<td>Email</td>
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<tr>
<td>Appraisal Techniques</td>
<td><a href="mailto:cooperjo@stthom.edu">cooperjo@stthom.edu</a></td>
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<tr>
<td>(Compressed Track)</td>
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<tr>
<td>Section</td>
<td>Office Hours</td>
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<td>KK57</td>
<td>Email, voice mail, or text.</td>
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Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.
<table>
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<tr>
<th><strong>Prerequisites</strong></th>
<th>None</th>
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**Format for All Written Assignments**


**Resources**


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.

**Special 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.
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 cause a student to fail the course and can lead to steps of dismissal from the Counselor Education Program and UST. 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 students have written in the past, or change a few phrases here and there. Always use 12-point font, Times New Roman, double space, left margin. Do not justify margins.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters 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. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other papers which you have written without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as above. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s) from your original document. If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered master’s level work even if you cite it 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 University of Saint Thomas values the speaking of more than one language. The Master of Education Program in Counselor Education at the University of Saint Thomas 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 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 the Master of Education Program in Counselor Education.

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 educational programs and activities. 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.

The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights.

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. Absence can result in lowering the grade. Being late for class is not acceptable and can result in reduction of grade. Four absences result in failing this course.
Course Requirements

Participation
All assignments need to be completed and submitted on time. Timely submissions will equal a participation grade. For every late assignment there will be -7 points deducted from this grade.

Discussion Board
Students are responsible for participating in 4 discussion threads. *Initial postings will be due on Friday of the week assigned and responses are due on the following Monday by midnight.*

The forth discussion thread is your Final Exam Presentation so it should be nearly complete for your peers to review. *Reply:* All learners should review at least 2 presentations and ask 2 questions and make 2 recommendations for the 2 reviewed presentations.

Quizzes
Students will take 13 mini quizzes. Each quiz will have 10 multiple choice questions, which are due by midnight on Mondays. Keep track of the questions you miss.

Final Exam: Assessment Presentation

*Presentation:* The superintendent has requested justification for assessments used in the district, so he/she has solicited the assistance of school counselors to present information to justify the use of assessments. Therefore, develop a presentation on an assessment instrument listed below. PowerPoint or other technology should be used and submitted in Blackboard on due date.

The following information is required to be included in your presentation:

*Name of Instrument*
- Publisher of Instrument
- Category of Instrument
- History and Most Current Edition of Instrument
- Level of Preparation Required to Use Instrument
- Standardized or Non-Standardized Instrument Information
- Scoring Procedures
- Validity and Reliability Information
- Populations for Whom This Instrument Is Appropriate
- Populations for Whom This Instrument Is Not Appropriate

*Select from the Following Instruments*
- Graduate Record Examination (GRE)
- Scholastic Assessment Test (SAT)
- ACT Assessment (ACT)
- Myers-Briggs Type Indicator
- Beck Depression Inventory (BDI)
- Stanford-Binet Intelligence Scale (S-B)
- Wechsler Intelligence Scale for Children (WISC)
**Kaufman Assessment Battery for Children (K-ABC)**  
**Otis-Lennon School Ability Test (OLSAT)**  
**Kaufman Adolescent and Adult Intelligence Test (KAIT)**  
**Minnesota Multiphasic Personality Inventory (MMPI-2 and MMPI-A)**  
**California Psychological Inventory (CPI)**  
**Test of English as a Foreign Language (TOEFL)**

**Reading and Presentation Requirements**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Introduction to the Course and Syllabus</td>
<td>Forum 1</td>
</tr>
<tr>
<td>Erford (2013): Chapter 1, 2, &amp; 3</td>
<td>3 Quizzes</td>
</tr>
</tbody>
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| Week 2                                      | Forum 2              |
|---------------------------------------------|                      |
| Erford (2013): Chapter 4 & 5               | 2 Quizzes            |

| Week 3                                      | Forum 3              |
|---------------------------------------------|                      |
| Erford (2013): Chapters 6 & 7              | 2 Quizzes            |

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<thead>
<tr>
<th>Week 4</th>
<th>Forum 4: Assessment Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erford (2013): Chapters 9, 10, &amp; 14</td>
<td>3 Quizzes</td>
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| Week 5                                      | 3 Quizzes |
|---------------------------------------------|          |
| Erford (2013): 11, 12, & 13                 |          |
|                                              | Final Exam: Assessment Presentations |
Grades

Initial postings will be due on Friday of the week assigned and responses are due on the following Monday by midnight.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Discussion Thread (4)</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes (13)</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>25%</td>
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