School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>Number</td>
<td>COUN 5367</td>
</tr>
<tr>
<td>Title</td>
<td>Appraisal Techniques</td>
</tr>
<tr>
<td>Name</td>
<td>Brenda Lynch, Ed.D.</td>
</tr>
<tr>
<td>Telephone</td>
<td>832.224.5180</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:lynchbb@stthom.edu">lynchbb@stthom.edu</a></td>
</tr>
</tbody>
</table>

Text


**Format for All Written Assignments**


**Additional Resources**


Social Justice Teaching

Proposed Integration within the Counselor Education Program for the Coming Academic Year

**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. Each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

**EDUC 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, 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.
**EDUC 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.

**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;
<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
</tr>
<tr>
<td>Plagiarism involves taking credit for another person’s work. Students must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism. Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if a student remains uncertain about the guidelines for using and citing source material after these issues are addressed in class, the student should seek input from the instructor.</td>
</tr>
<tr>
<td><strong>Language Diversity</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Americans with Disabilities Act</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Class Attendance and Participation (CAP) – 15%</strong></td>
</tr>
<tr>
<td>Students are expected to attend all sessions, arrive on time, and participate in all class discussions/presentations in a professional manner. Any unprofessional behavior or non-participation will result in less credit for the CAP portion of the grade. Late arrival and leaving early are not acceptable and will result in a lower grade. Please address any need for absence with the Professor, as soon as possible; however, in a summer session, no one is expected to be</td>
</tr>
</tbody>
</table>
Research Presentation (2%)

Students will lead a 20-30 minute presentation/discussion on an assessment instrument. Facilitating conversation among class members is required. Power point, visuals, activities, or other technology may be used. Instruments and presentation schedules will be selected via email before the first summer session or will be assigned during the first class.

The following information is required for 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

Chapter Presentation (20%)

Students will lead a 20-30 minute presentation/discussion on chapter(s) of the textbook (number of chapters required depends upon the final course enrollment). Major requirement is creativity and class involvement. Power point, visuals, activities, or other technology are expected. Instruments and presentation schedules will be selected via email before the first summer session or will be assigned during the first class (Class will be contacted and given more info regarding this)

Weekly Quizzes (20%)

Final Examination (20%)

The final exam will be a timed, (2 hour) comprehensive exam given online the day after the last class meet date.
Class Meeting Agendas

First Week:
Introductions, Syllabus and Course Information
Chapters 1 - 3
- Basic Assessment Concepts
- Historical Foundations & Perspectives of Assessment
- Legal, Ethical, & Diverse Foundations & Perspectives in Assessment

Second Week:
Chapters 4 - 6
- How Tests are Constructed
- Selecting, Administering, Scoring, and Interpreting Assessment
- Reliability

Graduate Record Examination (GRE)
Miller Analogies Test (MAT)
Scholastic Assessment Test (SAT)
ACT Assessment

Third Week:
Chapters 7 - 9
- Validity
- Clinical Assessment & Diagnosis
- Personality Assessment

Beck Depression Inventory (BDI)
Woodcock-Johnson Psycho-Educational Battery (WI)
Stanford-Binet Intelligence Scale (S-B)
Wechsler Intelligence Scale for Children (WISC)

Fourth Week:
Chapters 10 - 12
- Behavioral Assessment
- Assessment of Intelligence
- Assessment of Other Aptitudes
Kaufman Assessment Battery for Children (K-ABC)
California Psychological Inventory (CPI)
Otis-Lennon School Ability Test (OLSAT)
Test of English as a Foreign Language (TOEFL)

Fifth Week:
Ch. 13 -15
- Assessment of Achievement
- Assessment of Career Counseling
- Assessing Couples and Families

Wide Range Achievement Test (WRAT)
Armed Services Vocational Aptitude Battery (ASVAB)
Minnesota Multiphasic Personality Inventory (MMPI)
Rorschach (H&H)

Final Exam – Online, the day after the last class meeting.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Presentation(s)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>CAP</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>