I. **Catalog Description:** Principles of measurement and assessment. The use of various assessment instruments, achievement, aptitude, intelligence, interests, and personality. Supervision in administering, scoring, and interpreting of individual evaluation methods. 3 semester credit hours.

II. **Relationship to Knowledge Base:** This course is a core course in the area of counseling. The purpose of this course is to improve the knowledge and understanding of school and clinical mental health counseling students by giving them a basis for evaluating different measurement procedures, for knowing what each signifies, and how much confidence can be placed in each. In order to promote the ethical use of assessment procedures, the course will cover the process of preparing test exercises, the general criteria of validity and reliability, and the different ways of reporting test scores. Additionally, this course will cover how to evaluate techniques and instruments commonly used for appraising human characteristics.

III. **Textbooks and Technology and Other Resources:**

**Required Text(s)**

Assessment Instruments (i.e., NEO PI-3, STAI) will be provided by the instructor.

**Technology Links**
Association for Assessment and Research in Counseling
http://aarc-counseling.org/
Code of Fair Testing Practices in Education
Fair Assess Coalition on Testing
http://www.fairaccess.org/
Responsibilities of Users of Standardized Tests

**Other Resources**
WesternOnline
This course will utilize certain aspects of WesternOnline. It is the student's responsibility to know their individual WIU ecom and passwords in order to access course materials.

IV. Course Requirements:

Assessment report (maximum gain 20 pts.) – You will administer the NEO PI-3 and the STAI to yourself, interpret it, and we will discuss how to write up an assessment report during class. Specific format guidelines will be provided. A deduction of 10% of points earned for each week or part of each week that the assignment is late will occur (for any reason that the assignment was late - ADA exception noted). This is an INDIVIDUAL assignment.

Test critique (maximum gain 10 pts.) – Complete and present 1 test critique on an assessment that you find in Tests in Print or the Mental Measurement Yearbook. Provide copies of your critique for all class members and instructor(s). A deduction of 10% of points earned for each week or part of each week that the assignment is late will occur (for any reason that the assignment was late - ADA exception noted). This is an INDIVIDUAL assignment.

Classroom activities and participation (maximum gain 30 pts.) - Students will be required to actively and voluntarily participate in class activities and class discussion in order to reap the full benefit of this course. This course will utilize lecture/discussion/role-play/presentations, experiential learning and individual assessment, administration, and interpretation of assessment instruments. Part of class time will be in the application and processing of information NOT included in your texts. Appropriate participation includes behaviors and attitudes consistent with that of a counseling professional. Mere attendance does not count as participation. Side conversations (defined as conversation of any type that is not part of the entire class discussion or current activity), inappropriate or disrespectful behaviors or statements, and
tardiness to class are not considered appropriate participation and may result in dismissal from the course. Appropriate participation also includes addressing concerns/issues directly with the faculty/student with whom you have the concerns/issues (See statement of expectations for further explanation). Due to their very nature, classroom activities cannot be made up.

**Classroom Activities**
- Interview guide role play – 3 pts.
- Technology and assessment – 2 pts.
- Case studies in assessment – 2 pts.
- Ethical issues case studies and analysis – 2 pts.
- Statistical and psychometric concepts workbook – 1 pt. each day for a total of 2 pts.
- NEO PI-3 training – 2 pts.
- STA training – 2 pts.
- WRAT-4 training – 2 pts.
- Finalizing your assessment report – 2 pts.
- Academic and career planning – 2 pts.
- Needs assessment and program evaluation; Assessment of giftedness – 2 pts.
- Social, cultural, and other issues of diversity case studies and analysis – 2 pts.
- Testing immersion day (demonstrating your new knowledge) – 5 pts.

**Comprehensive final exam (maximum gain 40 pts.)** – You will receive the final exam the week prior to finals and it is due by 6:30 pm on the Tuesday of finals week. The final exam will be comprehensive. Your answers must be presented in AOA 6th ed. Format and written at Bloom's Revised Taxonomy levels 3-4 or higher. If you do not turn in your exam by the time indicated (due to documented illness from an M.D. indicating that you were incapacitated) you may turn in your exam within 48 hours of the time the final exam was originally due with no penalty. If you do not meet this criteria you may turn in your exam within 48 hours of the time the final exam was originally due with a 10% reduction of points earned. Exams not turned in as indicated above will receive a 0. This is an INDIVIDUAL or GROUP assignment if turned in on time. This is an INDIVIDUAL assignment if not turned in on time.

**Extra credit – Option #1 (maximum gain 5 pts.)** – Five points extra credit will be awarded to students who attend both days of the AARC conference in the Quad Cities this September. This is an optional activity and is not required. There is a financial cost associated. See: [http://aarc-counseling.org/news](http://aarc-counseling.org/news)

**Extra credit – Option #2 (maximum gain 3 pts.)** – Three points extra credit will be awarded to students who submit their graded AND corrected Test Critique to AARC Newsnotes. See [http://aarc-counseling.org](http://aarc-counseling.org) for further information. Students must submit a verification of submission receipt from AARC.

**V. Methods of Assessment:**

It is expected that enrolled students will (a) read the assigned textbooks and literature prior to class, (b) appropriately participate in class discussions, role-plays, and other activities, and (c) turn in assignments no later than the beginning of class on the day they are due.

Points earned through the following activities will determine final grades:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment report</td>
<td>20</td>
</tr>
<tr>
<td>Test critique</td>
<td>10</td>
</tr>
<tr>
<td>Classroom activities and participation</td>
<td>30</td>
</tr>
<tr>
<td>Comprehensive final examination</td>
<td>40</td>
</tr>
</tbody>
</table>

**Grading Scale**

\[
A = 100 - 93 \quad B = 92 - 85 \quad C = 84 - 77 \quad D = 76 - 69 \quad F = Below 69
\]
VI. Class Policies:

Attendance
Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.

Attendance is expected at all scheduled class meetings. The nature of counseling courses dictates the necessity for your attendance. Counseling CANNOT be learned from a book. Counseling courses are experiential in nature and missed experiences will have a natural negative consequence on your performance, abilities, and learning and will impact your opportunities for appropriate participation. These natural consequences in turn will have a logical negative consequence on your grade.

If class starts prior to your arrival please wait patiently for one of your fellow students to open the door at a time that is not disruptive to their learning process.

Late Assignments
All assignments must be completed and turned in at the time indicated by the instructor. THIS MEANS IF YOU ARE ABSENT THAT DAY YOUR WORK IS STILL DUE! Exceptions are only made through written and confirmed verification through the student’s ADA advisor. Exceptions are NOT retroactive. Illnesses that are undocumented by ADA do not qualify for reasonable accommodation. It is expected that the student will provide the ADA advisor with a copy of the syllabus and course outline so appropriate decisions can be made. Incompletes and extensions on incompletes will be granted only in the case of DOCUMENTED AND VERIFIED extraordinary circumstance provided in a timely manner as indicated by the course instructor. See activity assignments for further explanation on each activity. See activity assignments for further explanation on each activity.

Written Assignments
All written assignments must comply with APA 6th ed. (2010) format and be consistent with Bloom's (2004) Revised Taxonomy levels 3-6. Any student who is having difficulty with APA writing style or graduate-level writing is strongly encouraged to receive assistance at the Writing Center.

Academic Integrity
Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process at Western Illinois University. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work.

The application of Western Illinois University's Academic Honesty Code, as stated in the Graduate Catalog, will be fully adhered to in this course. Suspected plagiarism or other forms of academic dishonesty will immediately enact an investigation as dictated by the Office of Judicial Affairs and the Code. Grades and degrees earned by dishonest means devalue those earned by all students. This includes using all or part of an assignment/project/etc. from one class for another class without the prior consent of both instructors. It also includes collaborating on an assignment when it was assigned as an individual assignment (Note: all assignments are considered individual unless otherwise indicated).

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Please refer to the complete student academic integrity policy online at: http://www.wiu.edu/policies/acintegrity.php for information on penalties for academic dishonesty and the University's appeal procedure for students charged with academic dishonesty.
**Communication Devices**
If there is an emergency situation, which necessitates leaving on a cellular phone or other communication device, please speak with the instructor.

VII. **Course Objectives/Outcomes/Standards and Assessment**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand historical perspectives concerning the nature and meaning of assessment.</td>
<td>CACREP II7a</td>
<td>Comprehensive final examination</td>
</tr>
<tr>
<td>Understand basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.</td>
<td>CACREP II7b</td>
<td>Comprehensive final examination</td>
</tr>
<tr>
<td>Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</td>
<td>CACREP II7c</td>
<td>Comprehensive final examination</td>
</tr>
<tr>
<td>Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).</td>
<td>CACREP II7d</td>
<td>Test critique</td>
</tr>
<tr>
<td>Understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).</td>
<td>CACREP II7e</td>
<td>Test critique</td>
</tr>
<tr>
<td>Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.</td>
<td>CACREP II7f</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</td>
<td>CACREP II7g</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Understand principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications.</td>
<td>CACREP II7h</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Understand general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.</td>
<td>CACREP II7i</td>
<td>Assessment report</td>
</tr>
<tr>
<td>Understand how to apply knowledge about individual appraisal by using</td>
<td>ISBE 8C</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>tests and non-test information to assist students with academic and career planning.</td>
<td>ISBE 13A</td>
<td>Comprehensive final examination</td>
</tr>
<tr>
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<tr>
<td>Understand the purposes and meaning of assessment from multiple perspectives; historical, sociological, and educational.</td>
<td>ISBE 13B</td>
<td>Comprehensive final examination</td>
</tr>
<tr>
<td>Understand the basic concepts of standardized and non-standardized testing and other assessment techniques.</td>
<td>ISBE 13C</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Understand the use of technology in assessment.</td>
<td>ISBE 13D</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Understand the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation.</td>
<td>ISBE 13E</td>
<td>Comprehensive final examination</td>
</tr>
<tr>
<td>Understand reliability (theory of measurement error, models of reliability and the use of reliability information) and validity (evidence of validity, types of validity), the relationship between reliability and validity.</td>
<td>ISBE 13F</td>
<td>Test critique</td>
</tr>
<tr>
<td>Understand the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessment and evaluation.</td>
<td>ISBE 13G</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Analyze testing information needed and select appropriate tests, methods and/or materials to gather information and/or perform assessments.</td>
<td>ISBE 13H</td>
<td>Test critique</td>
</tr>
<tr>
<td>Use various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</td>
<td>ISBE 13I</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Interpret and accurately use the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</td>
<td>ISBE 13J</td>
<td>Classroom activity</td>
</tr>
<tr>
<td>Accurately select and interpret assessment tools based on reliability and validity when appropriate.</td>
<td>ISBE 13K</td>
<td>Test critique</td>
</tr>
<tr>
<td>Interpret assessments accurately with the understanding of diversity and its implications.</td>
<td>ISBE 13L</td>
<td>Assessment report</td>
</tr>
<tr>
<td>Use and apply appropriate technology in assessment.</td>
<td>ISBE 13M</td>
<td>Classroom activity</td>
</tr>
</tbody>
</table>
VIII. Instructional Methods and Activities:
Assessment Techniques in Counseling will utilize lecture/discussion/role-plays/presentations, experiential learning and assessment. A good portion of class time will be spent in the application and processing of information NOT included in your texts.

Content
- models for test use and selection
- components of the psychiatric evaluation
- beginning the psychiatric interview
- brief psychosocial history
- historical and philosophical foundations of assessment
- statistical concepts
- validity
- process and procedures of testing
- ability and intelligence testing
- the assessment of achievement
- clinical assessment
- environmental assessment
- working with diverse populations

- locating and selecting tests
- communicating test results
- mental status examination
- current psychosocial functioning
- understanding test scores
- reliability
- legal and ethical concerns and issues in testing
- personality testing
- assessment of development
- the computer in assessment
- assessment issues in education

IX. Student Information:

Ethical Behavior Statement
The Department of Counselor Education provides an environment in which students’ rights and responsibilities are respected and by respecting the dignity and worth of each student. A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training related requirement for self or others. In order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professions attitudes, and professional dispositions as outlined in:


Violations of any ethical standards are grounds for immediate removal from the course and/or the WIU Department of Counselor Education. Failure to demonstrate professional attitudes and dispositions will result in a student being placed on a Remediation Plan to correct these deficiencies. These factors are evaluated based on student’s academic performance and ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately and resolve conflicts effectively.

Statement of Expectations
The department of counselor education is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately (including interactions using electronic and social media platforms). Any student deemed by the
instructor to be exhibiting inappropriate, disruptive, or offensive behavior during class or having a disrespectful attitude will be dismissed immediately from class and may not return until remediation plan has been developed and implemented.

**Americans with Disabilities Act – Statement**
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s), you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e., fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 309-298-2512 for additional services.

It is the student’s responsibility to request accommodations each term. To request academic accommodations, students are required to complete a series of steps, before or at the beginning of each term. Students registered with the ADA Office may request accommodations at any point during the term, but accommodations are only granted from the date faculty are notified by the student with an official Accommodation letter from the ADA Office. For instance, a student may take the first exam in a particular class without using accommodations for which the student is eligible. The student may decide to activate accommodations for the second exam. Thus, the student would receive accommodations from the second exam forward. Furthermore, students have an obligation to inform the University in a timely manner of accommodation requests. Students who fail to give sufficient notice of accommodation requests may not receive accommodations.

Students are required to deliver and discuss Accommodation letters with faculty before accommodations will be implemented. Instructors are not obligated to provide accommodations until such time they are notified by official hand delivered letters to do so. **Also, accommodations are not retroactive.** In other words, faculty are not obligated to accommodate prior exams, assignments, or any course related activity before an Accommodation Letter is delivered and discussed.

Students are entitled to appeal accommodations decisions of the ADA Office, Faculty, or other University entities.

**Counseling & Career Center**
Information regarding counseling and career services is available by contacting Student Services at 309-762-9481, ext. 62236.

**Writing & Academic Support Center**
One-on-one consultations for assistance with writing assignments are available in the Writing & Academic Support Center. Professional writing consultants provide help with planning, drafting, and editing of all types of writing assignments. Call 309-762-9481 or stop by the Center.

**Inclement Weather Procedure**
In the event of inclement weather (snow, ice, hail, torrential rains, lightening, tornado, etc), check your e-mail for individual class instruction. Class is automatically cancelled when WIU-Quad Cities Campus is closed. If the QC campus closes, announcements will be made to major television and radio media (WHBF TV4, KWQC TV6, and WQAD TV8). Please use common sense and good judgment all other times.

Students may call WIU-QC main phone line at 309-762-9481 to inquire about individual class cancellations when the University is open but there is inclement weather in the area.

**X. Bibliography:**


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*Syllabus subject to change.*

*Any student's name that does not appear on the official class roster will not be permitted to attend class or take exams without first showing proof of registration.*

*Instructor provided information trumps text.*

*Any student who is having difficulty with APA writing style or graduate-level writing should receive assistance at the Writing Clinic.*

*Students are responsible to seek clarification of any assignment or activity in this course prior to due date.*

*Subjective assessment of the instructor is final.*

*Assignments not turned in at the appropriate time indicated will receive a “0” – ADA exceptions exempt.*

*Students may request re-evaluation of objective assessment assignments within 48 hours of grade posting. Please come prepared with documentation to support your answer (i.e., text from class). Grades posted during the last week of class are not eligible for re-evaluation until the first week of the following semester. Final (overall) grades are not subject to re-evaluation.*
Assessment Report Outline

Name:  
Address:  
Phone:  
E-mail:  
Interviewer:  

D.O.B:  
Sex:  
Race/Ethnicity:  
Date(s) of Interview:  
Report Date:  

Reason for Referral

Background and History

Psychosocial History

Medical/Counseling Background

Substance Use and Abuse

Educational and Vocational History

Other Pertinent Information

Evaluation Procedures

Behavioral Observations

Assessment Results

NEO Personality Inventory – 3 (NEO PI-3)

State/Trait Anxiety Inventory (STAI)

Diagnostic Impressions

Recommendations

Summary
ASSESSMENT REPORT GRADING RUBRIC  
Maximum gain 20 pts.

Student Name: ____________________________

<table>
<thead>
<tr>
<th>POINTS</th>
<th>REASON FOR REFERRAL</th>
<th>________/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>BACKGROUND AND HISTORY</td>
<td>________/4</td>
</tr>
<tr>
<td>______</td>
<td>EVALUATION PROCEDURES</td>
<td>________/1</td>
</tr>
<tr>
<td>______</td>
<td>BEHAVIORAL OBSERVATIONS</td>
<td>________/1</td>
</tr>
<tr>
<td>______</td>
<td>ASSESSMENT RESULTS</td>
<td>________/9</td>
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<tr>
<td>______</td>
<td>RECOMMENDATIONS</td>
<td>________/1</td>
</tr>
<tr>
<td>______</td>
<td>SUMMARY</td>
<td>________/3</td>
</tr>
<tr>
<td>______</td>
<td>COMPLETED IN APA 6TH EDITION FORMAT (if no, -3)</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>WRITTEN AT BLOOM’S LEVELS 3-4 (if no, -3)</td>
<td>______</td>
</tr>
</tbody>
</table>

TOTAL GAIN ________/20

Scoring:  
Outstanding 18-20 points  
Very Good 16-17 points  
Acceptable 14-15 points  
Below Expectations < 14 points
Guidelines for the Test Critique

A. General information
   a. Title of the test; include edition and forms, if applicable
   b. Authors
   c. Publisher
   d. Dates of publication, include dates of manuals, norms, and supplementary materials
   e. Time required to administer
   f. Cost of test, booklets, answer sheets, scoring services

B. Brief description of the purpose and nature of the test
   a. General type of test; individual, group, performance, aptitude
   b. Population for which the test was designed; age range, type of person
   c. Nature of the content of the test
   d. Subtests and separate scores
   e. Item types

C. Practical evaluation
   a. Qualitative features of test materials; design of test booklet, editorial control, ease of use,
      attractiveness, durability, appropriateness for intended population
   b. Ease of administration
   c. Clarity of directions
   d. Scoring procedures; computer scoring software
   e. Face validity of test
   f. Need for test-taker rapport

D. Technical evaluation
   a. Norms
      i. Type of norms/scores
      ii. Standardization sample; nature, size, representativeness, procedures for obtaining sample,
          subgroup norms
   b. Reliability
      i. Type
      ii. Procedure to establish reliability
      iii. Long-term stability
   c. Validity
      i. Type
      ii. Procedure

E. Reviewer comments from Mental Measurements Yearbook AND other sources
F. User qualifications
G. Summary evaluation; major strengths/weaknesses (this is YOUR summary)
H. References

Format
   a. 3-4 pages; APA format 6th edition; Bloom's levels 3-4
   b. not all of the above information will be available/relevant for all tests
**Test Critique**

Complete 1 test critique on an assessment that you find in Tests in Print or the Mental Measurement Yearbook. Provide copies of your critiques for all class members and instructors. Choice of test must be pre-approved by instructor. See outline included in this syllabus for further details. Students should take personal responsibility to ensure that they understand all expectations of this assignment. To be eligible to earn the maximum points, you must utilize both levels 3 and 4 of Bloom’s Revised Taxonomy (2004). Performance below this level will result in a lower grade. APA 6th ed. format is required.

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APA 6th ed. Format</strong></td>
<td>(0 points)</td>
<td>(1 point)</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Utilization of Blooms’ Revised Taxonomy levels 5 and 6</strong></td>
<td>(0 points)</td>
<td>(1 point)</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td><strong>substance, thoroughness, and accuracy</strong></td>
<td>(2 points)</td>
<td>(4 points)</td>
<td>(6 points)</td>
<td></td>
</tr>
</tbody>
</table>

out of 10
**CN 542 Assessment Techniques in Counseling (Schedule) Fall 2014**

08/26  
Review of Syllabus; Introduction to Class  
Reading: Methods and Sources of Assessment Information  
Classroom Activity: Interview Guide Role Play

09/02  
Classroom Activity: Library Orientation to Literature Search and Testing Materials (technology and assessment) – Meet in the classroom  
Library Work Period for Test Critiques

09/09  
Reading: Introduction to Assessment; Selecting, Administering, Scoring, and Interpreting Assessment Results  
Classroom Activity: Case studies in assessment

09/16  
Reading: Ethical and Legal Issues in Assessment; ACA Code of Ethics  
Classroom Activity: Ethical issues case studies and analysis

09/23  
Reading: Statistical Concepts; Understanding Assessment Scores  
Classroom Activity: Statistical and psychometric concepts workbook

09/30  
Reading: Validity; Reliability  
Classroom Activity: Statistical and psychometric concepts workbook

10/07  
**Due: Test Critique and Presentation**

10/14  
Reading: Personality Assessment  
Classroom Activity: In-class testing; Developing your case study; NEO PI-3 training

10/21  
Reading: Clinical Assessment;  
Classroom Activity: In-class testing; Developing your case study; STAI training

10/28  
Reading: Assessment of Aptitude; Assessment of Achievement  
Classroom Activity: In-class testing practice; WRAT-4 training

11/04  
Reading: Assessment of Intelligence and General Ability  
Classroom Activity: Finalizing your assessment report

11/11  
Reading: Career and Employment Assessment  
Classroom Activity: Academic and career planning  
**Due: Assessment Report**

11/18  
Reading: Assessment in Education  
Classroom Activity: Needs assessment and program evaluation; Assessment of giftedness  
**Due: Extra Credit Opportunity – Option #2**

11/25  
No Class – Fall Break

12/02  
Reading: Assessment Issues with Diverse Populations; Communicating Assessment Results  
Classroom Activity: Social, cultural, and other issues of diversity case studies and analysis

12/09  
Classroom Activity: Testing Immersion Day (demonstrating you new knowledge)

12/16  
**Final Comprehensive Examination** (see syllabus for instructions)

*Subject to change*