

Texas A&M University - Central Texas
PSYC 5381-110
Assessment and Evaluation Fundamentals

INSTRUCTOR AND CONTACT INFORMATION

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Term Date: Jan 16-May 11, 2018

Office Hours: Monday-Friday, 9:00-2:00 pm CST

Mode of Instruction and Course Access:

This course is a 100% online course and this course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-Instructor Interaction:

The professor will logon to the course every week day (Monday through Friday) and will reply to email within two business days. If students have a course-related question, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, both classmates and the professor are able to reply to questions, and all students will have access to the information.

Students are expected to logon to the course three to four times per week to review and post assignments, read discussion boards, review announcements, check messages, etc. The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments. Students can message the professor to schedule an appointment to talk **via Collaborate** when needed.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

Assessment and Evaluation Fundamentals (3-0). Examines the nature and development of standardized tests, with emphasis on ethical standards, psychometric theory, test standards, and test construction. Selection criteria and utilization of standardized or other instruments in various environments are considered. Includes evaluations and critiques of published tests and experiential exposure to different types of psychological tests. Prerequisites: Admission to the Office of Graduate Studies.

Course Objectives (Student Learning Outcomes):

1. *Demonstrate comprehension and application of factual knowledge of terminology, classifications, methods, trends.* Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. Students will demonstrate this knowledge on weekly discussion posts and replies, journal article reviews, the construction of interview questions, and periodic exams.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will write and provide external support for their perspectives on topics related to assessment, including ethical issues in testing, on assignments and respond to the perspectives of their classmates. Students will critically evaluate published journal articles. Students will survey several and critically evaluate one type of test/measure/instrument used in the field of psychological testing and assessment (Assessment Instrument Evaluation). Students will use computer applications and software (e.g., SPSS) to evaluate the reliability and validity of an instrument (Survey Questionnaire Development). Students will engage in peer review of an assessment instrument developed by peers and provide appropriate feedback supported by course content (Survey Questionnaire Development).
3. *Integrate course material to improve thinking, problem solving, and decision making.* Students will utilize course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument and provide feedback to peers on their instruments (Survey Questionnaire Development).
4. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussion posts and replies and journal article reviews. Students will communicate in a manner appropriate for the discipline by creating, piloting, analyzing, writing, and reporting on an original test/measure in a professional, formal presentation to the class (Survey Questionnaire Development).

Student Learning Outcomes:

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF7: Assessment)- Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, include all of the following

CACREP Standard	Activity	SLOs
Common Core for all students:		
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Evaluation of an Assessment Tool	SLO1
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (IIF7a);	Evaluation of an Assessment Tool	SLO1
Basic methods of effectively preparing for and conducting initial assessment meetings (IIF7b);	Evaluation of an Assessment Tool	
Use of assessments for diagnostic and intervention planning purposes (IIF7e);	Evaluation of an Assessment Tool	SLO1
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);	Evaluation of an Assessment Tool	SLO1
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);	Evaluation of an Assessment Tool	SLO1
Reliability and validity in the use of assessments (IIG7h)	Evaluation of an Assessment Tool	SLO1
Use of assessments relevant to academic/educational, career, personal, and social development (IIF7i);	Evaluation of an Assessment Tool	SLO1
Use of environmental assessments and systematic behavioral observations (IIF7j);	Survey Questionnaire	SLO2
Use of symptom checklists, and personality and psychological testing (IIF7k);	Survey Questionnaire	SLO2
Use of assessment results to diagnose developmental, behavioral, and mental disorders (IIF7l);	Evaluation of an Assessment Tool	SLO1
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m);		
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);	Evaluation of an Assessment Tool	SLO1
The importance of needs assessments (IIF8c);		
Standards for Clinical Mental Health Counseling (CMHC) track:		
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);	Survey Questionnaire	SLO2

Required Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Belmont, CA: Wadsworth Cengage Learning. (ISBN: 9781337098137)

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Competencies for TExES:

School Counselor

DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Knows how to apply research-based practice to improve the school guidance and counseling program.

DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The beginning school counselor knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.

Educational Diagnostician

Standard I

The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

Standard II

The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.

Standard V

The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Domain IV — Foundations and Professional Roles and Responsibilities

Competency 008: The educational diagnostician understands and applies

knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

Domain I — Students with Disabilities

Competency 001: The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

Domain II — Assessment and Evaluation

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 005: The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

Knowledge and Skills Outcomes for CACREP:

Upon successful completion of the course, students will:

1. Understand historical perspectives concerning the nature and meaning of assessment (CACREP II.G.7.a). *weekly discussions, exams
2. Know 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 (CACREP II.G.7.b). *weekly discussions, article reviews, interview questions, survey questionnaire, exams, assessment instrument evaluation
3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.G.7.c). *weekly discussions, exams
4. Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (CACREP II.G.7.d). *weekly discussions, article reviews, exams, assessment instrument evaluation
5. Understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.e). *weekly discussions, article reviews, interview questions, survey questionnaire, exams, assessment instrument evaluation
6. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.G.7.f). *weekly discussions, interview questions, survey questionnaire, exams, assessment instrument evaluation
7. Understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP

II.G.7.g).* weekly discussions, exams, assessment instrument evaluation

8. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a). *weekly discussions, article reviews, exams

9. Understand statistical methods used in conducting research and program evaluation (CACREP II.G.8.c). *weekly discussion, exams

*The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard.

COURSE REQUIREMENTS

Course Sequence of Instruction:

When first logging on to the course, students should click on the Start Here button to review the syllabus. Thereafter, post your personal introductions. Students are expected to check the online class at least 4 times each week which is equivalent to about 8-10 hours per week to complete weekly assignments. This includes posting responses, sending/receiving email and navigating over the web. Be sure to **POST YOUR INITIAL RESPONSES BY NOON OF EACH FRIDAY.**

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. Weekly Discussions runs from Monday morning through Sunday midnight.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments may not be submitted for credit after the due date (no late work accepted for credit).**

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. Students must submit their essays and projects to TurnItIn and revise their work prior to submitting it to the professor for grading. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.** Any papers that are not reviewed by TurnItIn will be returned to the student ungraded, and a grade of zero (0) will be awarded for the assignment.

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at www.apastyle.org

Discussions and Replies (15% of Overall Course Grade) (2 Assignments due each week worth 10 points each). This weekly discussion forum is meant to provide an opportunity for students to integrate in writing the information from the course readings each week and critically discuss it with peers. Students are required to submit **two** posts (250 word minimum) on concepts (i.e., theories, topics, constructs) and **one** reply (150 word minimum) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing.

Students Post Content:

Construct (e.g., term, concept, theory) from text or discussion prompt

0 = none present

1 = construct stated but not defined

2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related

3 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.

Construct from Text Citation

0 = none present

1 = citation is provided for construct including author's name, year, and page number. If the information comes from material outside of course assignments, full citation information in APA style is required.

Critical Evaluation of Constructs (e.g., term, concept, theory)

0 = none present, or post merely restates information presented in the text or research article, or post merely includes personal agreement or disagreement with construct with no supporting rationale or evidence

1 = post includes evaluation or judgment of the information, but no justification (i.e., research evidence, logically derived conclusions from theory) to support evaluation is provided

3 = post includes evaluation or judgment of the information and justification (i.e., research evidence, logically derived conclusions from theory) to support evaluation is provided

Reply Content:

0 = no reply or reply merely states agreement with post content or indicates "good job"

1 = reply merely restates content of the original post but adds no new information

2 = reply adds new information, but the new information is not explicitly linked to the original post; reply reads as an informative but separate, disconnected contribution

3 = reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion

Journal Article Reviews (15% of Overall Course Grade) (3 Assignments due worth 50 points each). Students will read and review three journal articles from current professional journals (published 2010-2017). Each critique must address a different topic; a list will be provided.

Reviews should be word processed and double-spaced in Times New Roman 12-point font and conform to all elements of APA style. Research article summaries should include the following:

- Introductory paragraph stating the purpose of the research and the variables under investigation
- Statement of research questions/hypotheses
- Brief summary of relevant background research in the introduction section

- Summary of the method section including description of participants, procedure, assessments
- Summary of results as they inform the research questions/hypotheses
- Summary of the discussion section including conclusions and limitations
- Independent critical analysis of the research
- Independent synthesis of the research with existing literature
- Reference for the research article in APA style

Interview Questions (6% of Overall Course Grade) (1 Assignment due worth 60 points). After reviewing the article on *Principles of Interviewing*, students will construct 15 interview questions on a topic of interest. Interview questions can focus on any of these sample topics: traits of healthy families; keys to marital success; effective parent-teen communication; healthy self-esteem, etc.

Assessment Instrument Evaluation: (22% of Overall Course Grade) (1 project worth 220 points). Students will evaluate an inventory or assessment instrument. Students will research a selected topic thoroughly and will analyze the tool/instrument and research the literature related to the selected assessment. Students must include at least six scholarly sources not included in the Journal Article Review assignment that are most pertinent to the topic that have been published within the last five years in their written research reports. Reports should be approximately 15 pages in length (not including the title page, abstract, reference list, or any tables/figures that may be included) and must be written in APA style. Students can select an assessment tool of interest and may use the List of Psychological Tests. Areas to describe in the report include

- Overview of instrument
- History and construction of instrument
- Theoretical foundation (if appropriate)
- Reliability and validity of instrument
- Client consideration
- Scales and subscales
- Price
- Format and administration
- Scoring
- Interpretation of the instrument

Survey Questionnaire Development: (22% of Overall Course Grade) (1 project worth 220 points). Students will develop a survey questionnaire (i.e., 15 to 25 items in Likert scale or true/false format) based on a construct of choice (e.g., depression, anxiety, substance abuse, self-esteem, locus of control, etc.). Students should apply information from the textbook as a guide to construct survey items. The survey will be administered to peers as a class project and analyzed using statistical analysis software (e.g., SPSS) to examine reliability and validity. A formal presentation of this assignment will be provided to the class in the discussion board as a conference style poster presentation, and classmates will provide peer review feedback on the survey. For additional resources, students may consult the Clearinghouse on Assessment and Evaluation: <http://ericae.net/ft/tamu/vpiques3.htm> Students should review the webpage *Developing an Item Bias Review Form* to ensure that questionnaires are devoid of testing bias: <http://ericae.net/ft/tamu/biaspub2.htm>

Exams (20% of Overall Course Grade) (2 tests worth 100 points each). Two exams (i.e., one at mid-term and one at end of semester) will consist of essay questions which will allow students the opportunity to demonstrate their knowledge and their ability to analyze information and reach defensible conclusions. Students should ensure that they answer all questions thoroughly and comprehensively. Exams must be completed independently. Direct all questions to the professor of the course.

Grading Criteria Rubric and Conversion:

<u>Graded Assignments</u>	<u># Due</u>	<u>Points Each</u>	<u>Points Total</u>	<u>% of Overall Grade</u>
Weekly Discussions and Replies	15	10	150	15.0
Journal Article Reviews	3	50	150	15.0
Interview Questions	1	60	60	6.0
Assessment Instrument Evaluation	1	220	220	22.0
Survey Questionnaire	1	220	220	22.0
Exams	2	100	<u>200</u>	<u>20.0</u>
			1000	100%

Posting of Grades:

Grading Scale: Grades are not ‘given’ in this course; they are earned. Students earn grades by actively reading material, participating in course discussions, and applying subject-matter content on written projects and assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade. Weekly grades will be posted by Monday noon of each week.

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing for Graduate Courses	60-69
F	Failing	59 or below

Grade Posting: All students’ grades will be posted in the grade book after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading and recording grades on the Monday they are due and will have all grades posted by the following Monday. Students should regularly monitor their grades in the Blackboard grade book, and *students should not hesitate to ask the professor about any grade or concern*

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

Students must be able to perform basic computer skills such as access the internet, log on to websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming video, and create folders on personal computers to organize and save completed work. For this course, you will need

reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

To view the files and assignments for this course, students will need Microsoft Office 2007 or a later version. If students have an earlier version of Microsoft Office, they can download a free MS Office Compatibility Pack at <http://www.microsoft.com/downloads/en/details.aspx?familyid=941b3470-3ae9-4aee-8f43-c6bb74cd1466&displaylang=en>

This course will use the TAMUCT Blackboard Learn learning management system for class communications, content distribution, and assessments.

Logon to <https://tamuct.blackboard.com> to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

Check browser and computer compatibility by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Blackboard dashboard, once you have logged in.

Technology Support:

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Content Discussions and Activities	Assignments Due
Getting Started (Complete before the term begins, if possible.)	Log on to Canvas and review tutorials Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 ‘back-up’ computers w/internet Introduce self	All assignments are due by midnight of each Sunday.
Week 1 Jan 16-21	Read Ch 1 Introduction Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool)	Discussions & Replies

Week 2 Jan 22-28	Read Ch 2 Norms and Basic Statistics for Testing Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool)	Discussions & Replies
Week 3 Jan 29-Feb 4	Read Ch 3 Correlation and Regression Write discussions and replies Write article review	Discussions & Replies Article Review #1
Week 4 Feb 5-11	Read Ch 4 Reliability Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool)	Discussions & Replies
Week 5 Feb 12-18	Read Ch 5 Validity Write discussions and replies Write article review	Discussions & Replies Article Review #2
Week 6 Feb 19-25	Read Ch 6 Writing & Evaluating Test Items Read Ch 7 Test Administration Write discussions and replies Draft survey questionnaire	Discussions & Replies
Week 7 Feb 26-Mar 4	Read Ch 8 Interviewing Techniques Write discussions and replies Pilot and analyze survey questionnaire Review for exam	Discussions & Replies Exam I (Chapters 1-8)
Week 8 Mar 5-11	Reach Ch 19 Test Bias Write discussions and replies Finalize survey questionnaire Begin drafting interview questions	Discussions & Replies Survey Questionnaire
Mar 12-18	Spring Break	
Week 9 Mar 19-25	Read Ch 20 Testing and the Law Write discussions and replies Finalize interview questions	Discussions & Replies Interview Questions
Week 10 Mar 26-Apr 1	Read Ch 9 Theories of intelligence & Binet scale Read Ch 10 Wechsler Intelligence Scales Write discussions and replies	Discussions & Replies
Week 11 Apr 2-8	Read Ch. 11 Testing in Education Read Ch 12 Standardized Tests in Education, Civil Service, Military Write discussions and replies	Discussions & Replies

Week 12 Apr 9-15	Read Ch 13 Applications in Clinical and Counseling Settings Write discussions and replies Write article review	Discussions & Replies Article Review #3
Week 13 Apr 16-22	Read Ch 16 Testing in Counseling Psychology Write discussions and replies Research articles (Evaluation of Assessment Tool)	Discussions & Replies
Week 14 Apr 23-29	Read Ch 15 Computers and Basic Psychological Science in Testing Write discussions and replies Finalize evaluation of assessment tool	Discussions & Replies Evaluation of Assessment Tool
Week 15 Apr 30-May 6	Read Ch 21 Ethics and the Future of Psychological Testing Write discussions and replies Review for exam	Discussions & Replies
Week 16 May 7-11	Final Exams	Exam II

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy:

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and

expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Disability Support and Access Services:

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

Tutoring:

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836 or by emailing c.garza@tamuct.edu

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <http://www.tamuct.edu/departments/academicsupport/tutoring.php>.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <http://www.tamuct.edu/departments/library/index.php>

University Writing Center:

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. Students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

Recommended Academic Strategies:

1. According to the federal definition of a credit hour, students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class that is delivered fully online, students should spend at least **9 hours on coursework per week for a 16-week course. For 8 week classes, the time per week doubles to 18 hours per week in 8 weeks.** Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
 - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.
4. **Provide additional recommendations here for students to be successful in the course**

The Operation of the Online Course:

Copyright Notice: All materials used in this class are copyrighted either by the instructor or other authors and creators. Copyright laws and fair use policies protect the rights of those who created these materials. These laws and policies protect student work as well. Just as students cannot use copyrighted material without permission, others cannot use students’ work without permission. All students should familiarize themselves and follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. Violations of

copyright laws could subject students to federal and state civil penalties and criminal liability as well as disciplinary action under University standard academic procedures.

[Include additional information regarding the operation of the online course here.](#)

Student Learning Outcomes Rubrics

SLO 1 & 3	Competence				
Assessment Tool	No	Some	Basic	Above Average	Superior
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
Use of assessments for diagnostic and intervention planning purposes (IIF7e);					
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);					
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);					
Reliability and validity in the use of assessments (IIG7h)					
Use of assessment results to diagnose developmental, behavioral, and mental disorders (IIF7l);					
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m);					

The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);					
The importance of multicultural competencies (IIF2c)					
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (IIF7a);					
Use of assessments relevant to academic/educational, career, personal, and social development (IIF7i);					
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);					

SLO 2 & 4	Competence				
Survey Questionnaire	No	Some	Basic	Above Average	Superior
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);					
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);					
Reliability and validity in the use of assessments (IIG7h)					

Basic methods of effectively preparing for and conducting initial assessment meetings (IIF7b);					
Use of environmental assessments and systematic behavioral observations (IIF7j);					
Use of symptom checklists, and personality and psychological testing (IIF7k);					
The importance of needs assessments (IIF8c);					
The importance of multicultural competencies (IIF2c)					
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);					

CACREP Key Performance Indicators

Key Performance Indicator 1

Name _____

1	Students will demonstrate an understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations. (CACREP IIF7)				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO1
1	2	3	4	5	

<p>1</p>	<p>Students will demonstrate an understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations. (CACREP IIF7)</p>				
<p>Candidate demonstrates no understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations</p>	<p>Candidate demonstrates limited understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations</p>	<p>Candidate demonstrates basic understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations</p>	<p>Candidate demonstrates above average understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations</p>	<p>Candidate demonstrates superior understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations</p>	<p>CACREP II F7; SLO 1</p>

COUN 5381 Key Performance Indicator 2

<p>1</p>	<p>Students will demonstrate (CACREP IIF7) utilize course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument.</p>				
<p>No Competence</p>	<p>Some Competence</p>	<p>Basic Competence</p>	<p>Above Average Competence</p>	<p>Superior Level Competence</p>	<p>CACREP Standard,</p>
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	

<p>Candidate demonstrates no understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation)</p>	<p>Candidate demonstrates limited understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation)</p>	<p>Candidate demonstrates basic understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation)</p>	<p>Candidate demonstrates above average understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation)</p>	<p>Candidate demonstrates superior understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument.</p>	<p>CACREP II F7</p>
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COUN 5381 Key Performance Indicator 3

1		Students will demonstrate an understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations. (CACREP IIF7)			
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard,
1	2	3	4	5	
Candidate demonstrates no understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates limited understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates basic understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates above average understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates superior understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	CACREP II F7